

The  
British  
Horse  
Society

British  
Equestrian



horsescotland  
enable develop excel  
the national organisation for all  
equestrian sports and activity in Scotland

RDA  
Riding for the Disabled Association  
Incorporating Carriage Driving

# Safeguarding for Equestrians

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# Welcome

Introductions

Housekeeping

Confidentiality and respect

Sharing good practice

Safeguarding yourself



# Help and Support

NSPCC Helpline – 0808 800 5000 Textphone / Webcam (for deaf or hard-of-hearing) 18001 0808 800 5000 /

SignVideo ; email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) report concerns online through [www.nspcc.org.uk/reportconcern](http://www.nspcc.org.uk/reportconcern)

The Samaritans - 08457 90 90 90 [www.samaritans.org.uk](http://www.samaritans.org.uk)

Victim Support - 0845 3030 900

Children First – Scotland - 0141 419 1156 [www.children1st.org.uk](http://www.children1st.org.uk)

Childline [www.childline.org.uk](http://www.childline.org.uk) 0800 111111

Parentline [www.children1st.org.uk](http://www.children1st.org.uk) 08000 28 22 33

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

Young Minds Parents' line - 0808 802 5544

Family Lives -0808 800 2222

NHS Direct - 111

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

SAMH (Scottish Association for Mental Health) [www.samh.org.uk](http://www.samh.org.uk)

Respect me (Scotland's Anti-bullying Service) [www.respectme.org.uk](http://www.respectme.org.uk)

Scottish Rape crisis [www.rapescrisscotland.org.uk](http://www.rapescrisscotland.org.uk) 08088 01 03 02

Child Exploitation On – line Protection Centre (CEOP)- <https://www.ceop.police.uk/safety-centre/>



# Learning Outcomes

At the end of this course, you will:

- Have an awareness of the legislation and guidance that frames safeguarding children and adults at risk within an equestrian setting
- Be aware of the signs and indicators that could mean that someone is at risk of significant harm
- Know what your responsibilities are including best practice and professional behaviour
- Understand the requirements for reporting concerns and allegations within your organisation



# What is Safeguarding?

- What does safeguarding mean?



# Definitions - UK

## Child

A person  
under the age  
of 18

## Adult

A person 18  
year and over



# 1. Introducing Safeguarding



# Quiz Time





# Definition of Child 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 (*NSPCC, 2017*).



# Child Abuse

There are four main categories of child abuse:

<p><b>Neglect</b></p> <p>Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.</p>	<p><b>Physical Abuse</b></p> <p>Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.</p>
<p><b>Emotional Abuse</b></p> <p>Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse.</p>	<p><b>Sexual Abuse</b></p> <p>A child is sexually abused when they are forced or persuaded to take part in sexual activities.</p>



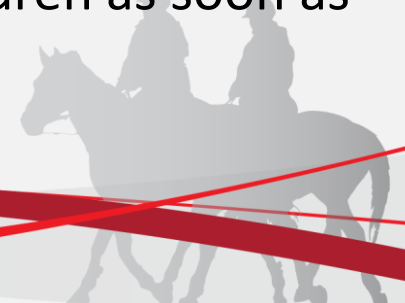
# Specific areas of concern

- Child Sexual Exploitation
- Harmful Sexual Behaviour
- Domestic Abuse
- Bullying and Cyberbullying
- Peer on peer abuse
- Child Trafficking
- Female Genital Mutilation
- Faith or Belief abuse
- Forced Marriage
- Radicalisation
- Gang violence/Youth violence
- County Lines/ Cuckooing
- Modern Slavery



# Definition of Safeguarding (children)

- **Protecting** children from maltreatment
- **Preventing** impairment of children's health or development
- Ensuring that children grow up with the provision of **safe and effective care.**
- **Enabling** children to have optimum life chances.
- **Providing help and support** to meet the needs of children as soon as problems emerge



# Definition of Safeguarding (Adults)

- Protecting an adult's right to live in safety, free from abuse and neglect, while at the same time making sure that the adult's well being is promoted..... including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any actions.

**(Care Act 2014)**



# Definition of Adult at Risk

An Adult at Risk can be defined as an adult who:

- has needs for care and support (whether or not the local authority is meeting any of those needs)
- and**
- is experiencing, or at risk of, abuse or neglect
- and**
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect



# Adult Abuse

There are 10 recognised categories of adult abuse:

<b>Financial or material abuse</b> - including theft and fraud	<b>Physical abuse</b> - including assault, hitting, slapping, restraint or inappropriate physical sanctions.
<b>Modern slavery</b> - encompasses slavery, human trafficking, forced labour and domestic servitude.	<b>Domestic abuse</b> - including psychological, physical, sexual, financial or emotional
<b>Self neglect</b> - including neglecting to care for your personal hygiene, health or surroundings.	<b>Discriminatory abuse</b> - including forms of harassment or similar treatment because of race, gender etc.
<b>Organisational abuse</b> - including neglect or poor care practice within an organisation.	<b>Psychological abuse</b> - including emotional abuse, threats of harm or abandonment.
<b>Sexual abuse</b> - including rape, sexual harassment or inappropriate looking or touching.	<b>Neglect and acts of omission</b> - including ignoring medical, emotional or physical care needs.

# Additional vulnerabilities

- Disability
- Gender
- English as second language
- Young carers
- Communication barriers
- Elite and talented athletes
- Poverty
- Family factors – domestic violence, substance mis-use, mental health crisis
- Previous abuse or neglect





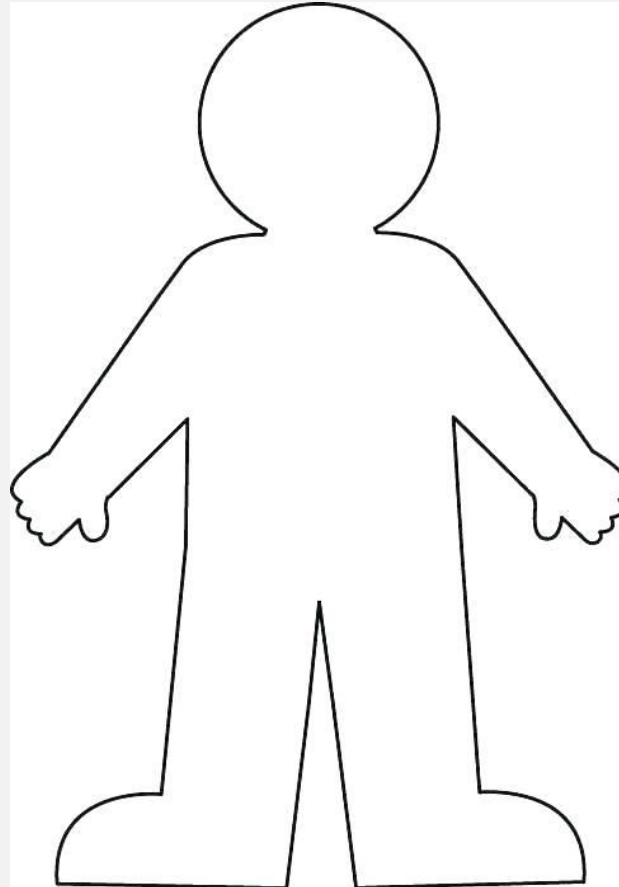
# What to look out for

## Feelings, behaviours and signs

On the inside of the person, think about feelings and behaviours that may be associated with abuse.

On the outside of the person, think about any physical signs of abuse that you might see.

Then share with the group.



# Your role in Safeguarding



Duty of Care

Position of  
Trust



# Position of Trust

## **Position of Trust:**

Under the Sexual Offences Act (2003) an adult is in a position of trust over a child (under the age of 18) if s/he regularly teaches, trains, supervises or has sole charge of the child / adult at risk, or supervises someone who carries out any of these duties.

## **Abuse of Trust:**

If a person in a position of trust enters a sexual relationship with a child under 18 (even if they are over 16) this is deemed to be an abuse of trust and is unlawful.



## 2. Legislation



# Children vs Adults

Different Legislation  
Some Variances on Safeguards /  
Processes

VS

Principles are the Same



# High Profile Cases

- Victoria Climbié
- Holly Wells & Jessica Chapman
- Baby 'P'



# Sport and Adult Abuse in the News

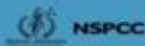


Olympic medallist Nile Wilson has criticised a "culture of abuse" in British gymnastics, saying athletes are "treated like pieces of meat".

#SpeakingOut: Sexual misconduct in British professional wrestling's #MeToo moment

If you've got concerns about mistreatment in gymnastics then we're here to support you.

0800 056 0566



"I FELT I WASN'T BEING HEARD - LIKE I WAS THE PROBLEM."



Professional Jockeys Association weigh in on racing gender fight after multiple safeguarding complaints made by female jockeys... including Bryony Frost's bullying accusations against Robbie Dunne (Oct 2021)

Disturbing evidence uncovered by Orla Chennaoui of verbal and sexual abuse and harassment in the women's peloton – cycling's #MeToo moment.

Wheelchair basketball players unite to condemn governing bodies for treating them like 'pawns'



# Legislative Framework

Safeguarding Children and Adults at Risk

The  
British  
Horse  
Society

Legislation

Government Guidance

National Governing Body Policy,  
Procedures & Guidance

Member Body Policy, Procedures &  
Practice

Club / Group / Centre Policy &  
Procedure





# The BEF and Member Bodies

The  
British  
Horse  
Society

BEF is the national governing body for equine sport.

## Full Member Bodies



We also work closely with our Home Nation representative, horsescotland



## Associate Member Bodies



# THE SPECTRUM OF PRACTICE

Scotland  
Specific  
Slide

Best Practice

Good Practice

Developing Practice

Poor Practice

Abusive Practice

Two  
Qualified  
SPO

One  
Qualified  
SPO

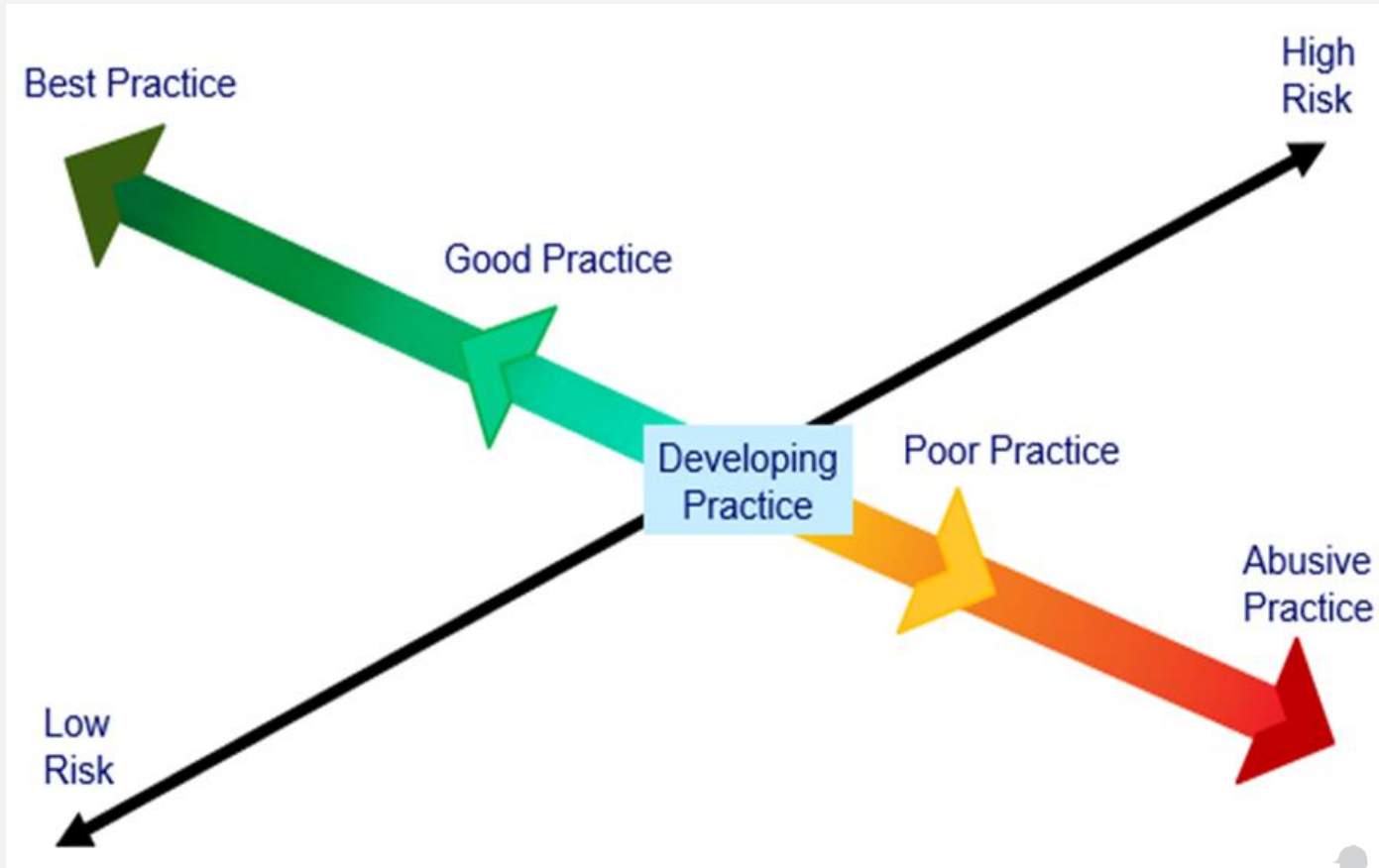
SPO  
Identified.  
Booked onto  
Safeguarding  
training

Untrained  
or no SPO

Failure to  
report  
concerns

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# The Spectrum of Practice

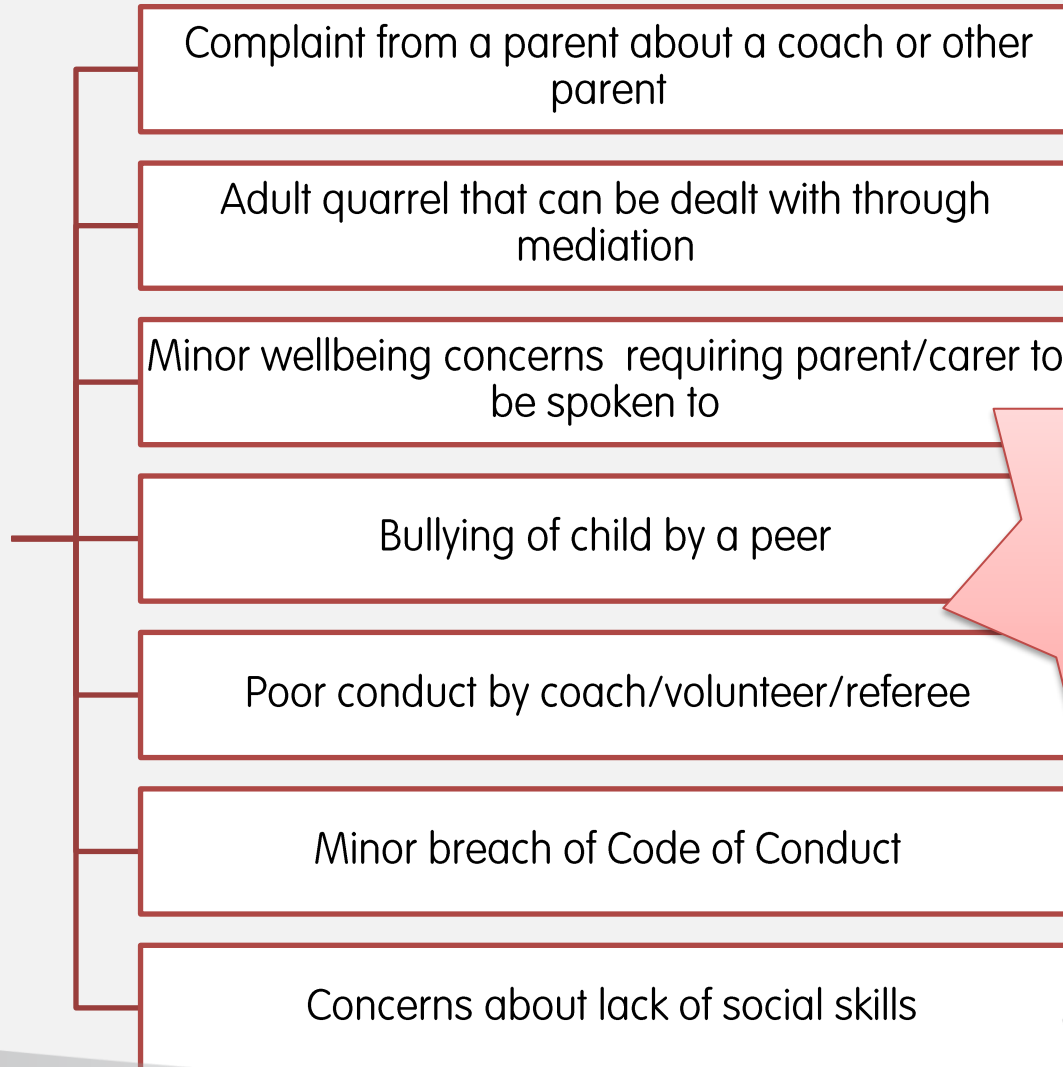


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# What should I do when this happens?

Can be dealt with by centre/club  
Outcome to be reported to the BHS or BEF MB



If you are unsure always contact your Safeguarding lead officer for advice



# Influence of Culture on Practice

**FACTORS**  
**Bystanders**

**Lack of  
Communication**

**Mis-use of  
status/power**

**Poor  
Relationships**

**Seen as only the  
Club/Center  
Safeguarding  
Officer's job**

**Equality Issues**

**Culture of  
poor practice**

**Creates an environment where  
abusive practice can thrive**

**High risk of a serious incident  
occurring**

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# What needs to be in place to create a safeguarding culture?



# Reporting something on

Please think about what you would need in place to report a worry or concern on.

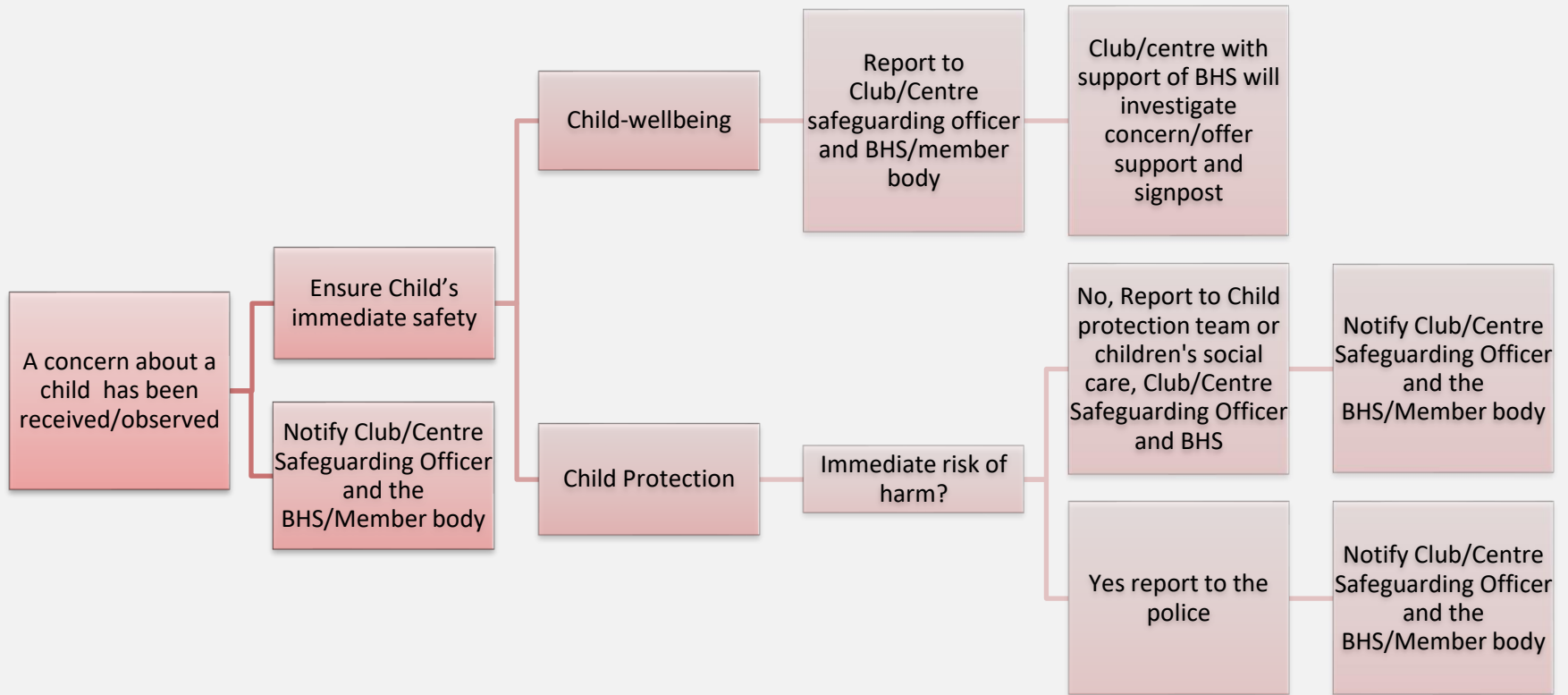


# 4. Safeguarding in Action

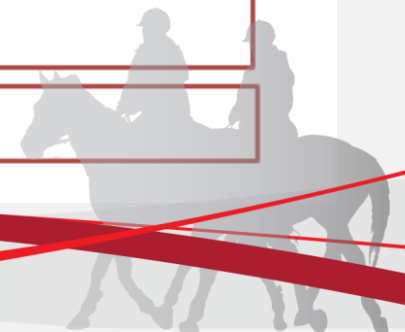
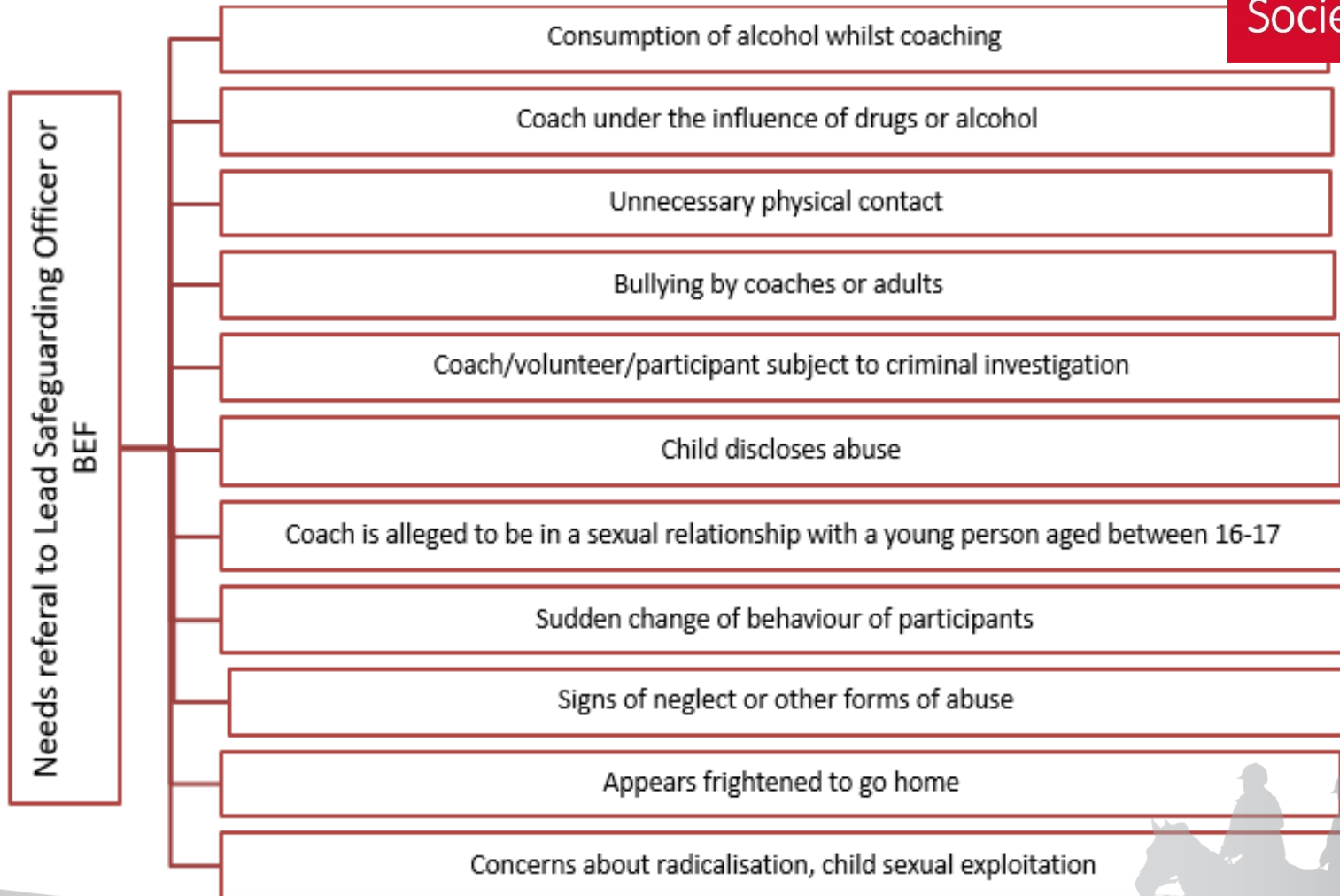




# When to report a safeguarding concern



# Higher level concerns



# Scenario Exercise

Consider the following questions in relation to these scenarios.

- 1) What are the main concerns and risks?
- 2) What action(s) would you take?

Remember making the correct decision is not always straightforward.



**Scenario 1:** Boy chatting about 'close relations' with their Coach. Boy makes a disclosure.

**Scenario 2:** Athlete discloses scared of father as he hits her if she does not perform well

**Scenario 3:** Parent complaint about negative comments from team mates. Athlete previously self harmed.

**Scenario 4:** Parent concerns about injury to rider supervised by young Coach. Possible inappropriate contact.

**Scenario 5:** RDA Volunteer alone with athlete. School Head Teacher make formal complaint about Volunteer slapping athlete.

**Scenario 6:** Volunteers drinking at Summer camp. Athlete injury during the night, requiring medical treatment.

**What are your main concerns / risks?  
Is this Child Well-being or Child Protection?  
How would you deal with the situation?**



# Scenario 1

Jenny, a young coach (AGED 20), who was previously a member of the club, has been teaching the senior ride at rallies for the past few months.

On a break between sessions, you, an official from the club, overhear a group of boys chatting when one of the boys called Riley says that he is having close relations with Jenny. The boys are 16.

Riley later comes to talk to you and makes a disclosure regarding his relationship with Jenny.



# Position of Trust

- An adult is in a position of trust and authority over an individual if they regularly coach, train, supervise or have sole charge of the individual in certain settings or in certain roles.
- Positions of trust in sport can include, but are not limited to, coaches, officials, volunteers, event supervisors/organisers and regional staff.
- A sports coach in England and Wales is now legally recognised as holding a position of trust which brings them up to the same level as a teacher. It is therefore an offence to enter a sexual relationship with a child who they are coaching even if that child is over 16.
- Relationships between those in positions of trust and young people in sport should be supportive and positive and aimed at improving the young person's skills, and progress. It is important for those in positions of trust to have clear boundaries in place.
- In Scotland, despite the lack of legislative change, all sports organisations clearly define within their codes of conduct that staff have a responsibility to maintain healthy and positive relationships with young people which are appropriate to their role and reflect positively on the club or organisation they work or volunteer for.



# Grooming

- Grooming is when someone builds an emotional connection with an individual to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking.
- An individual can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or coach.
- Groomers may be male or female and they could be any age.
- Many victims do not understand that they have been groomed or that what has happened is abuse

*Adapted from NSPCC, 2017*



# Responding to a disclosure

If you're in a situation where a child/adult at risk discloses abuse or a concern there are a number of steps you should take:

Do	Do not
✓ Create a safe environment	✗ Ask leading questions
✓ Listen carefully to the child/adult at risk	✗ Cross examine the child/adult at risk
✓ Reassure the child/adult at risk that they have done the right thing and they are not to blame	✗ Make promises that you cannot keep, including confidentiality
✓ Explain what you will do next e.g. pass the information on to the appropriate person	✗ Criticise or challenge
✓ Record the facts as soon as you can	✗ Speak to the alleged perpetrator yourself
✓ Report the disclosure as soon as possible so the details are fresh in your mind and action can be taken quickly	✗ Make a judgement on whether the child/adult is telling the truth or not





# Responding to a disclosure

## It is your role to:

- Ensure the immediate safety of the child
- Gather the facts
- Pass on your concerns

## It is not your role to decide:

- If a child or adult at risk has been abused
- To assign guilt/blame
- To confront or bring an abuser to justice



# Young person as a coach



## Potential issues for Young Person

- New role and responsibilities
- Different expectations of them as a coach
- Shift to operating in a more 'adult' world
- Existing/potential relationships with peers
- Negative attitude/response from some adults considerations for organisations and clubs
- Process to confirm Young Person's suitability for the role through Safe Recruitment

# Young person as a coach

- Ensure expectations don't outstrip Young Person's age, experience & maturity
- Access to an induction process to understand Code of Conduct, duty of care , their (new) safeguarding responsibilities and the rules around relationships with young participants
- Access to support and advice.
- Don't lose sight of them as a Young Person in their own right



## Scenario 2

On a break between classes, Tom, the team coach, overhears a group of girls teasing Amy that she is going to get into trouble when she gets home because she hasn't ridden well. The girls are 16.

Amy later comes to talk to Tom and makes a disclosure that she doesn't want to go home because she's scared that her dad will punish her for not riding well. He's hit her before when she hasn't ridden well and been sent to bed without any dinner.



# Scenario 3

Last weekend, we held our Junior Area Qualifier for Show-jumping where a number of teams had entered. As the Club Safeguarding Officer, you have received a concern from a parent whose child, Joanna, fell from her horse during her round. Her team mates have been sending negative comments to her on Snapchat.

Joanna's mum is worried as she has previously self-harmed and being part of the Show-jumping team has been a large part of her recovery. Your daughter, Chrissie, is on Joanna's team.



# Bullying

Bullying is both behaviour and impact;

- Bullying is behaviour that hurts someone else
- The impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'.

Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out.

An individual can perceive something to be bullying even when others may not.

- It can happen anywhere – Face to Face – Online - at the stables, at home - It can be a one-off or repeated Incident and can hurt both physically and emotionally.
- Bullying can include, but is not limited to:
  - verbal abuse, such as name calling and gossiping
  - exclusion, such as ignoring or isolating someone
  - racial, sexual or homophobic bullying
  - physical assaults, such as hitting and pushing
  - online or cyberbullying.



# Mental Health



- Mental illness and suicidal thoughts can affect anyone at any time.
- It can be difficult to know if an individual is suffering as they often don't know about it or keep it to themselves.
- Mental illness includes everything from anxiety and depression through to psychosis.



# Social Media, Text and Email

Do	Do not
✓ Confine communication to purely professional content	✗ Accept children/young people as “friends” on social media
✓ Include parent/carer into communications with members under 18.	✗ Make suggestive comments or innuendos
✓ Keep your professional and private social media sites separate	✗ Put yourself in a vulnerable position
✓ Keep all data safe and secure	✗ Post or send inappropriate videos/pictures on professional social media
✓ Always seek permission from a parent or carer for those under 18	

Further information and advice can be found at:

[www.ceop.police.uk](http://www.ceop.police.uk)

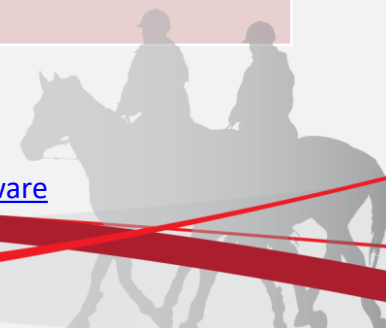
[www.childline.org.uk](http://www.childline.org.uk)

[www.childnet.com](http://www.childnet.com)

[www.internetmatters.org](http://www.internetmatters.org)

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

[www.nspcc.org.uk/children-safe/share-aware](http://www.nspcc.org.uk/children-safe/share-aware)





# Photography and Videos

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# Scenario 4

Your daughter, who is 13, has gone along with a friend to a local riding centre. You're not particularly 'horsey'. The friend's parent dropped them off and you agreed to collect them.

You get to the centre early to watch the girls' ride. On arriving you are disturbed to see lots of children around the ponies in the yard but no sign of the girls. You begin to get very concerned.

Eventually several ponies and children come back to the yard. The girls happily tell you that another rider had fallen off and hurt themselves and didn't want to get back on. Sam, who is the ride leader and junior coach, had hugged her and rubbed her back. The ride had to walk slowly back with Sam whilst he led the injured girl's pony.

You are introduced to Sam, who turns out to also be the proprietor's teenage son. He is 17 and in sixth form at school.



# Parents and carers



Relationships with parents/carers and riders can cause challenges, but clear communication and understanding can help:

- Build relationships with both the rider and the parents/carers
- Parent induction to club/centre can be as important as rider induction.
- Regular communication helps improve coaching provision and open discussion of concerns
- Codes of conduct

**Working well with parents/carers will enable a child/adult at risk to have a positive and enjoyable experience.**

- If you have concerns that the parents are a risk to their child, Do not involve them but report them directly to the police



# Appropriate Behaviour

Physical contact may be required in some instances:

- Assisting when mounting/dismounting
- Coaching to develop skills or technique
- To prevent an injury or accident from occurring
- To treat an injury
- Dealing with a fall
- Celebrating success and reassuring distress



Remember physical contact should:

- Meet the needs of the child/adult at risk
- Have the participant's agreement and understanding

*Think about the circumstances/environment and how it may be interpreted*

# Scenario 6

The club your children go to is hosting its annual summer camp.

You have been volunteering at the camp with other parents.

After a busy day of activities, you and the other supervisors settle down by the camp fire and open a few bottles of wine. The riders are in their tents sleeping.

Later that evening, one rider, Luke, goes to the bathroom and falls over banging his head. When you find him, he is bleeding and is dazed.



# Events and Overnight

- Have an events checklist that includes:
  - Recruitment guidelines
  - Codes of conduct
  - Registration and consent
  - Event roles and responsibilities e.g. event safeguarding officer
  - Reporting procedures
  - Advice and support
  - Additional vulnerabilities
  - Travel and overnight stays



Your job is to

**Report**

**not**

**Investigate**



# Self Care in Safeguarding

- Self-care looks different for everyone, here are some tips to help you:
- Take care of yourself
  - Sleep, nutrition and exercise. Take breaks. Accept your limits is not weakness/failure
- Recognise if you have changing emotions
- Find your support network
  - Who are your sources of support?
- Ask for help and support
  - Club Safeguarding Officer, your Member Body Safeguarding Officer or the BEF Safeguarding Team, Police, Social Work Services and Safeguarding in Sport
- Set boundaries and limits
  - Don't be afraid to say 'no'

–You are never alone in responding to a concern





# What should I/we have in place?

- Safeguarding Policy – put into practice
- Designated Person - Safeguarding Officer
- Code of Conduct
- Safe recruitment
- Team Training
- Ensure roles and responsibilities are understood by all

**Stay safe**  
and have fun around horses

Everyone should be treated with respect and should show respect to others. If there is something worrying you, there is someone you can talk to.

Club/Centre: .....

Safeguarding Officer: .....

Email: .....

Phone: .....

BHS Safeguarding team  
Call: 02476840746  
Email: [safeguarding@bhs.org.uk](mailto:safeguarding@bhs.org.uk)

ChildLine  
0800 1111

NSPCC  
NATIONAL  
HELPLINE  
0800 300 5000

The British Horse Society is a Registered Charity No. 210049 and 220205

# Help and Support

NSPCC Helpline – 0808 800 5000 Textphone / Webcam (for deaf or hard-of-hearing) 18001 0808 800 5000 /

SignVideo ; email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) report concerns online through [www.nspcc.org.uk/reportconcern](http://www.nspcc.org.uk/reportconcern)

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Parentline [www.children1st.org.uk](http://www.children1st.org.uk) 08000 28 22 33

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

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SAMH (Scottish Association for Mental Health) [www.samh.org.uk](http://www.samh.org.uk)

Respect me (Scotland's Anti-bullying Service) [www.respectme.org.uk](http://www.respectme.org.uk)



# Help and Support

Scottish Rape crisis [www.rapescrisisScotland.org.uk](http://www.rapescrisisScotland.org.uk) 08088 01 03 02

Child Exploitation On – line Protection Centre (CEOP)- <https://www.ceop.police.uk/safety-centre/>

<https://hubofhope.co.uk/>

Riders Minds - <https://ridersminds.org/>

Hub of Hope - <https://hubofhope.co.uk/>

TACaccess - <https://www.tacaccess.com/>

Ann Craft - <https://www.anncrafttrust.org/>



# Review of Learning Outcomes

At the end of this course, you will:

- Have an awareness of the legislation and guidance that frames safeguarding children and adults at risk within an equestrian setting
- Be aware of the signs and indicators that could mean that someone is at risk of significant harm
- Know what your responsibilities are including best practice and professional behaviour
- Understand the requirements for reporting concerns and allegations within your organisation



# Any Questions.....





The  
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Remember...

Don't forget - keep yourself safe

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In equestrianism, Safeguarding is  
everyone's responsibility