

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



Welcome

Introductions

Sharing good practice

Confidentiality and respect

Safeguarding yourself



Help and Support

Children First – Scotland - 0141 419 1156 www.children1st.org.uk

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

SignVideo ; email help@nspcc.org.uk report concerns online through www.nspcc.org.uk/reportconcern

The Samaritans - 08457 90 90 90 www.samaritans.org.uk

Victim Support - 0845 3030 900

Childline www.childline.org.uk 0800 111111

Parentline www.children1st.org.uk 08000 28 22 33

Kidscape - 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 0808 802 9999, 12– 2.30pm, 7–9.30pm

SAMH (Scottish Association for Mental Health) www.samh.org.uk

Respect me (Scotland's Anti-bullying Service) www.respectme.org.uk

Scottish Rape crisis www.rapescrisisscotland.org.uk 08088 01 03 02

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



Module 1 for Scotland



Module 1 of the Child Protection and Well-being course is hosted by Sport Scotland.

To receive your certificate, you must have completed both the online Module 1 and this virtual course.



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



Review of Online E-Learning

At what age does a child become an adult?

What does Safeguarding mean?

What do I mean when I use the term 'duty of care'?



Definitions - UK

The
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Child

A person
under the age
of 18

Adult

A person 18
year and over



Review of Online E-Learning

What does Safeguarding mean?



Safeguarding Definitions - Scotland

Child Wellbeing	Child Protection
<p>The procedures and practices in place to promote the wellbeing of children and young people or identify and support children or young people experiencing wellbeing concerns. These concerns which in isolation do not always meet the threshold for a child protection referral but still have an impact on the wellbeing of the child or young person.</p> <p><i>Examples may include: bullying, mental health concerns, bereavement, family separation, parents pushing their child too hard in their sport, self-harm etc.</i></p>	<p>The procedures and practices in place to identify and protect children or young people who are at risk of, or suffering, significant harm or abuse. Child Protection matters are reported to police or social work.</p> <p><i>Examples may include: physical abuse, neglect, sexual abuse, radicalisation, emotional abuse, trafficking or sexual exploitation.</i></p>



SHANARRI Well-Being Indicators



Scotland
Specific
Slide



Well-being indicators and sport

SAFE

Protected from abuse, neglect or harm at home, at school and in the community.

HEALTHY

Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.

ACHIEVING

Being supported and guided in learning and in the development of skills, Confidence and self-esteem, at home, in school and in the community.

NURTURED

Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.

ACTIVE

Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

RESPECTED

Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.

RESPONSIBLE

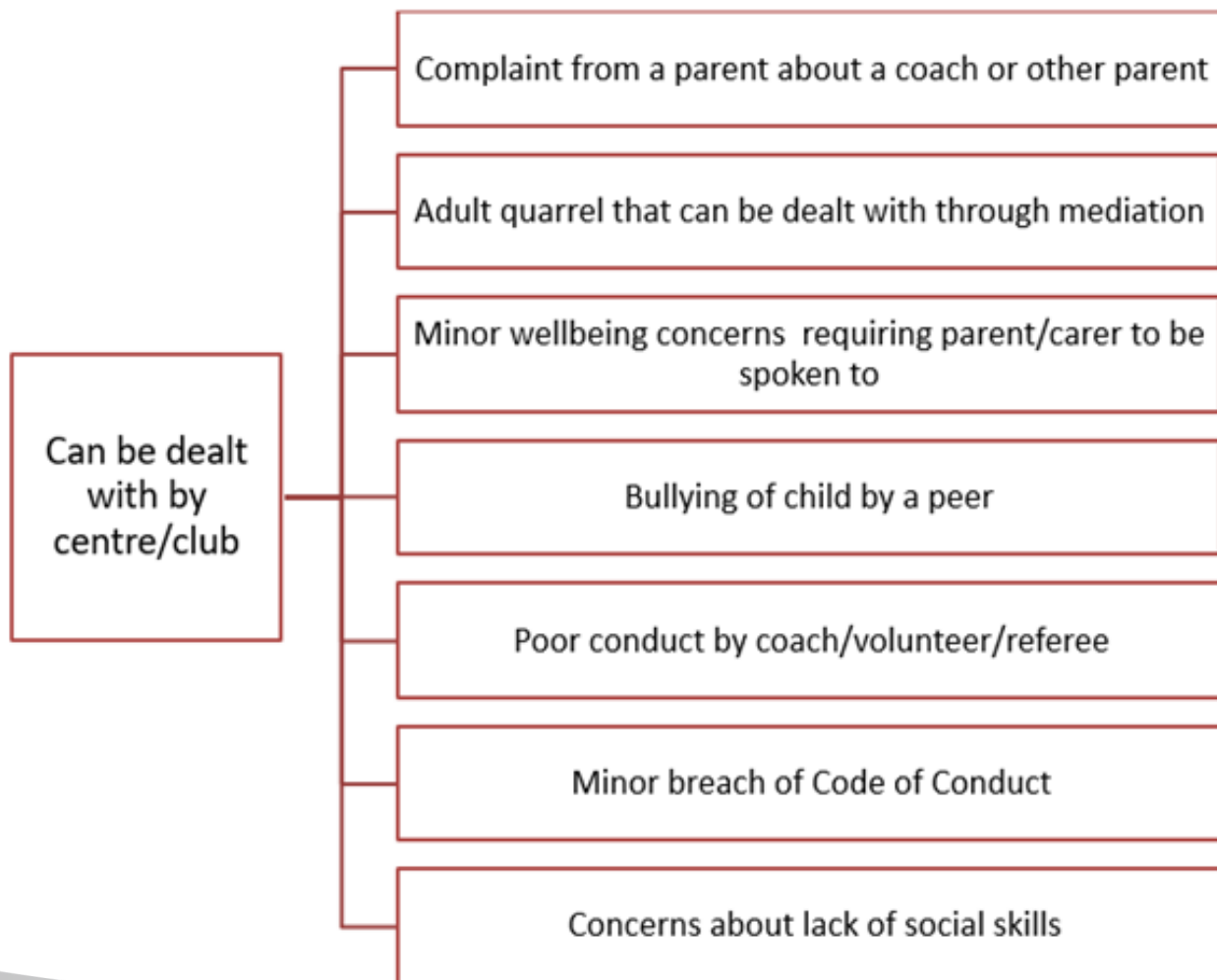
Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.

INCLUDED

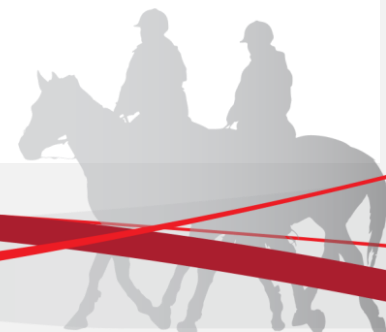
Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.



Examples of Well-being Concerns



If you are unsure
contact your
Safeguarding
Officer for advice



Definition of Child Protection



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 (neglect) (*NSPCC, 2017*).



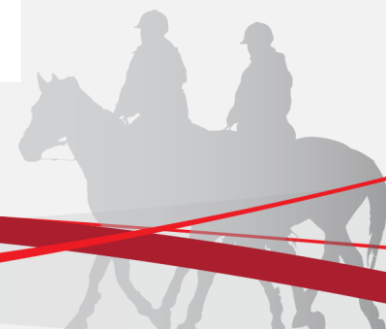
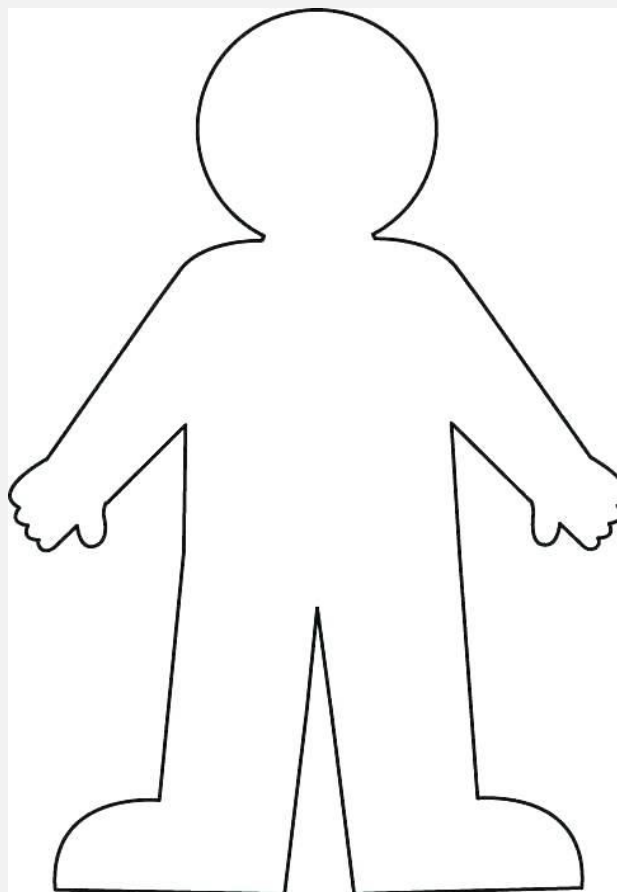
What to look out for

Feelings, behaviours and signs

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

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

Then share with the group.



Child Protection

There are four main categories of child protection:

<p>Neglect</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>Physical Abuse</p> <p>Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.</p>
<p>Emotional Abuse</p> <p>Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse.</p>	<p>Sexual Abuse</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 (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 Protection

There are 10 recognised categories of adult protection:

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



Review of Online E-Learning

What do I mean when I use the term
'duty of care'?



What is Duty of Care?

A legal and moral responsibility.

Any person who has care and control of a child... has a responsibility to do what is reasonable in all circumstances to safeguard a child's health, development and welfare.



Position of Trust

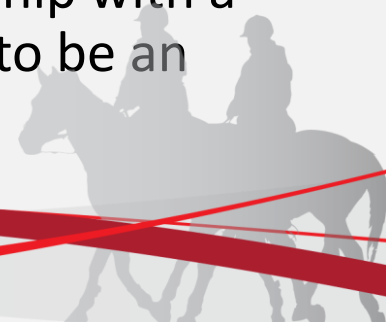
Position of Trust:

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



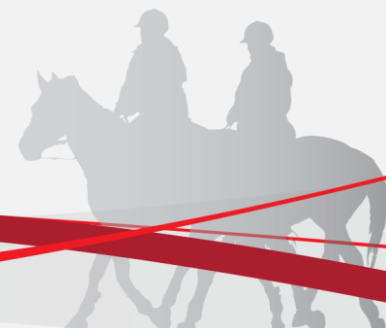
Children vs Adults

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



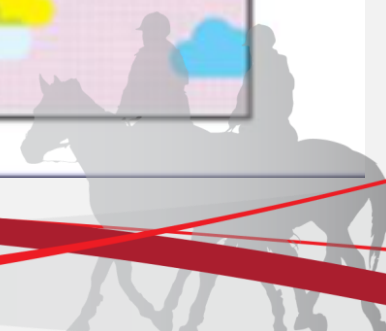
Member Body Policy, Procedures &
Practice



Club / Group / Centre Policy &
Procedure



Legislative Policy and Frameworks - Scotland



The BEF and Member Bodies

BEF is the national governing body for equine sport.

The
British
Horse
Society

Full Member Bodies



We also work closely with our Home Nation representative, horsescotland



Associate Member Bodies

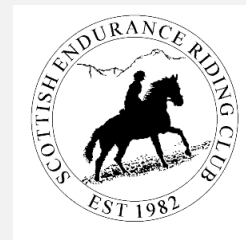


Horsescotland Member Bodies

<https://www.horsescotland.org/membership>

The
British
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Full Member Bodies



Associate Member Bodies



Safeguarding Culture



THE SPECTRUM OF PRACTICE

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Best Practice

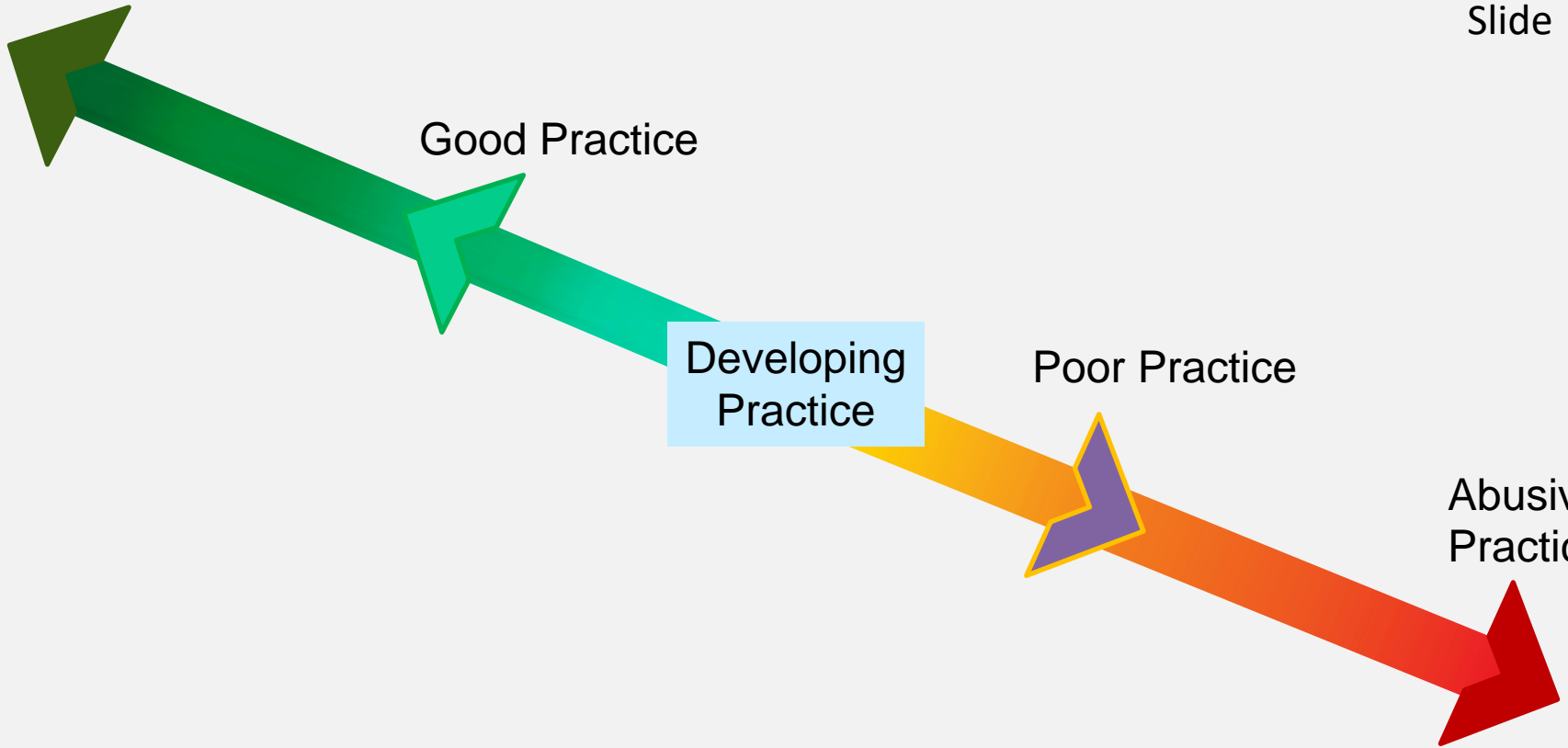
Good Practice

Developing
Practice

Poor Practice

Abusive
Practice

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THE SPECTRUM OF PRACTICE

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Best Practice

Good Practice

Developing
Practice

Poor Practice

Abusive
Practice

Two
Qualified
SPO

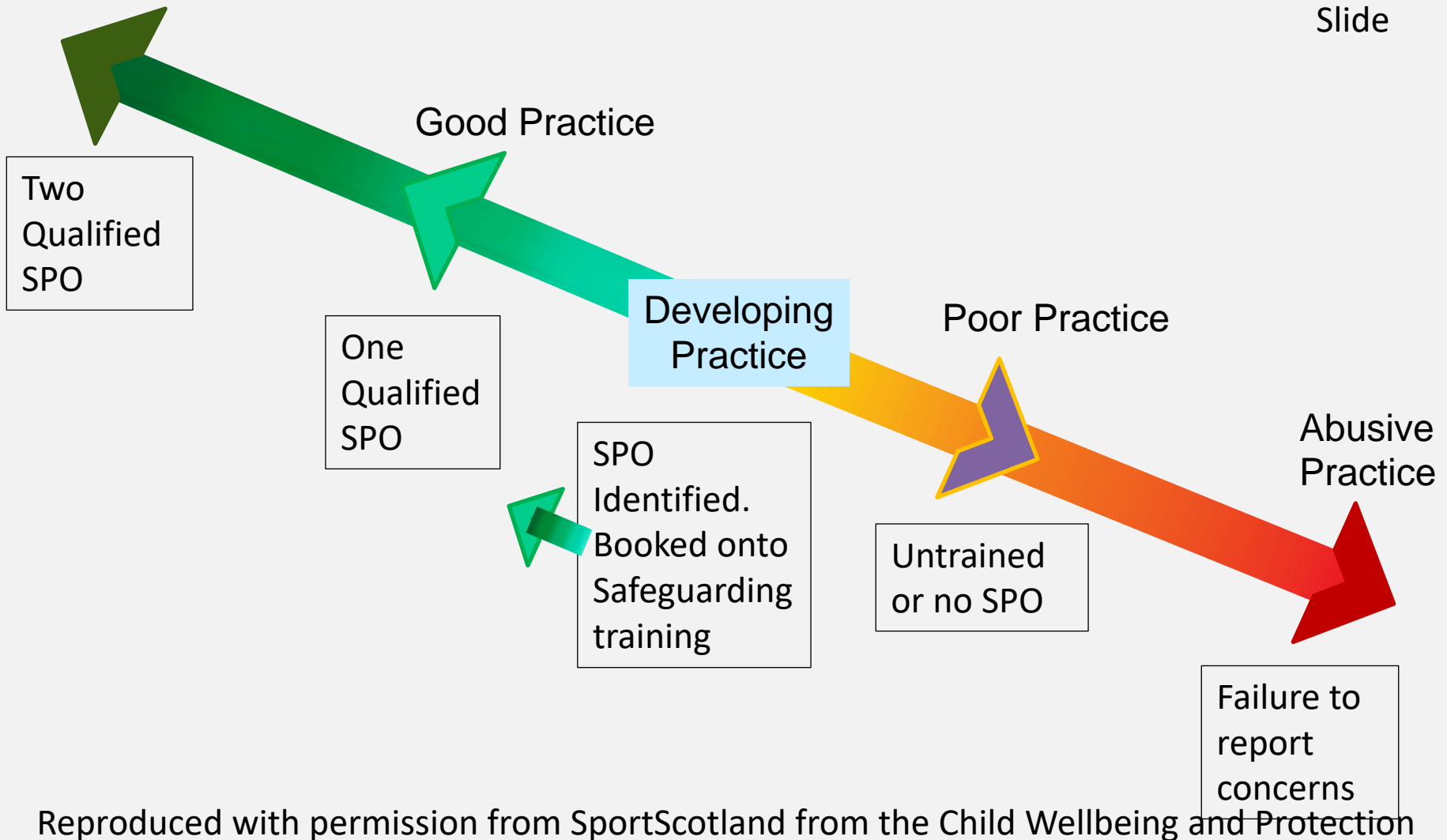
One
Qualified
SPO

SPO
Identified.
Booked onto
Safeguarding
training

Untrained
or no SPO

Failure to
report
concerns

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The Spectrum of Practice

Best Practice

- Coaches and volunteers more than qualified for their roles
- Regular CPD above the minimum
- Individual coaching and training plans for athletes
- Two fully qualified and trained CSOs

Good Practice

- Qualified, Criminal record checked and suitably trained coaches and volunteers
- Effective coaching feedback, positive and encouraging
- Fully trained and qualified CSO
- Codes of Conduct in use and signed

Poor Practice

- Unqualified coaches
- Poor communication – shouting, swearing, overly negative feedback
- Untrained CSO
- No Codes of Conduct in place
- No updating or reviewing of wellbeing and protection policies

Abusive Practice

- Grooming
- Inappropriate touching in the guise of coaching
- Activity coaching or encouraging rule breaks/cheating
- Doping
- Use of physical activity as punishment/disciplinary method

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The Spectrum of Practice



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Influence of Culture on Practice

FACTORS

Bystanders

Enablers

**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**

Scotland
Specific
Slide

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Safeguarding Culture

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



4. Safeguarding in Action

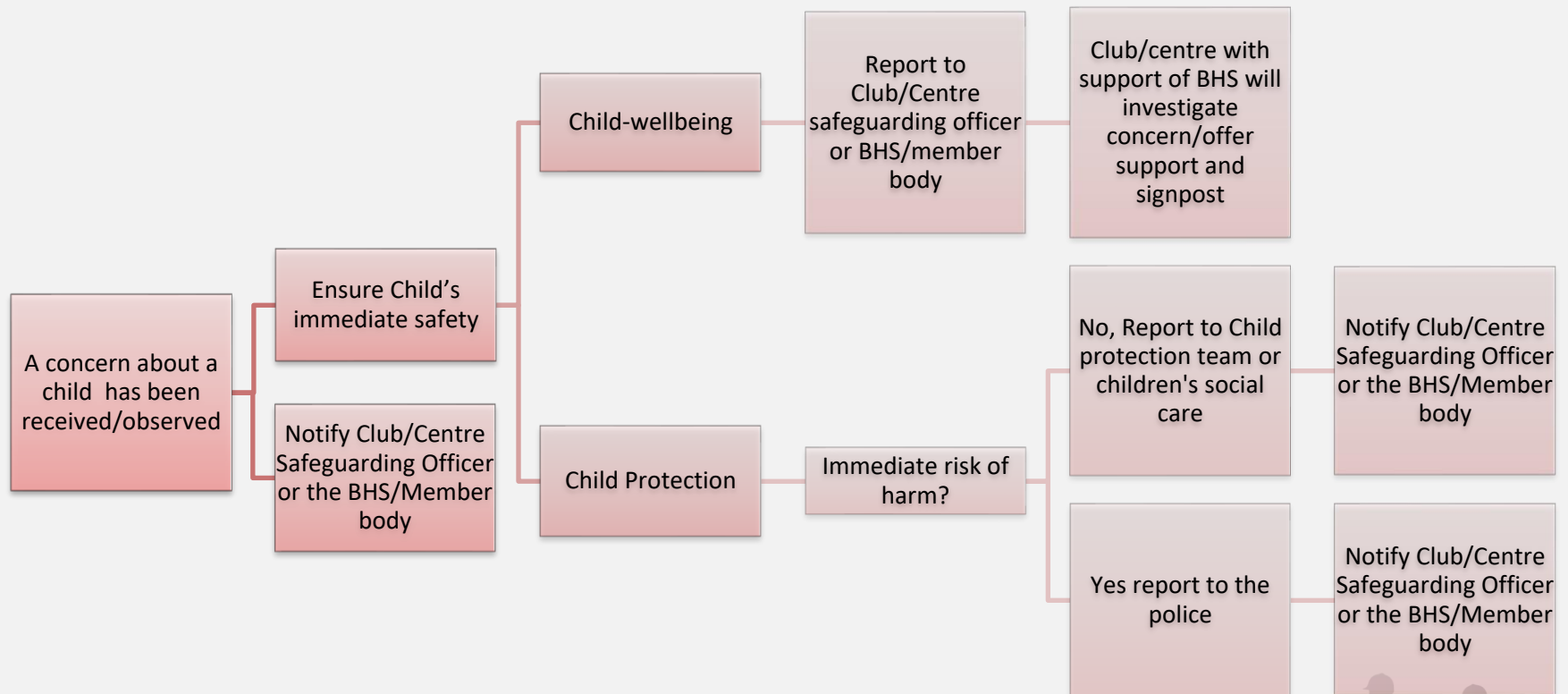


Reporting something on

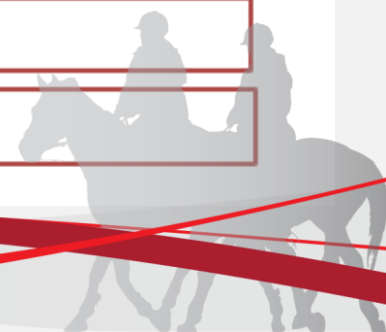
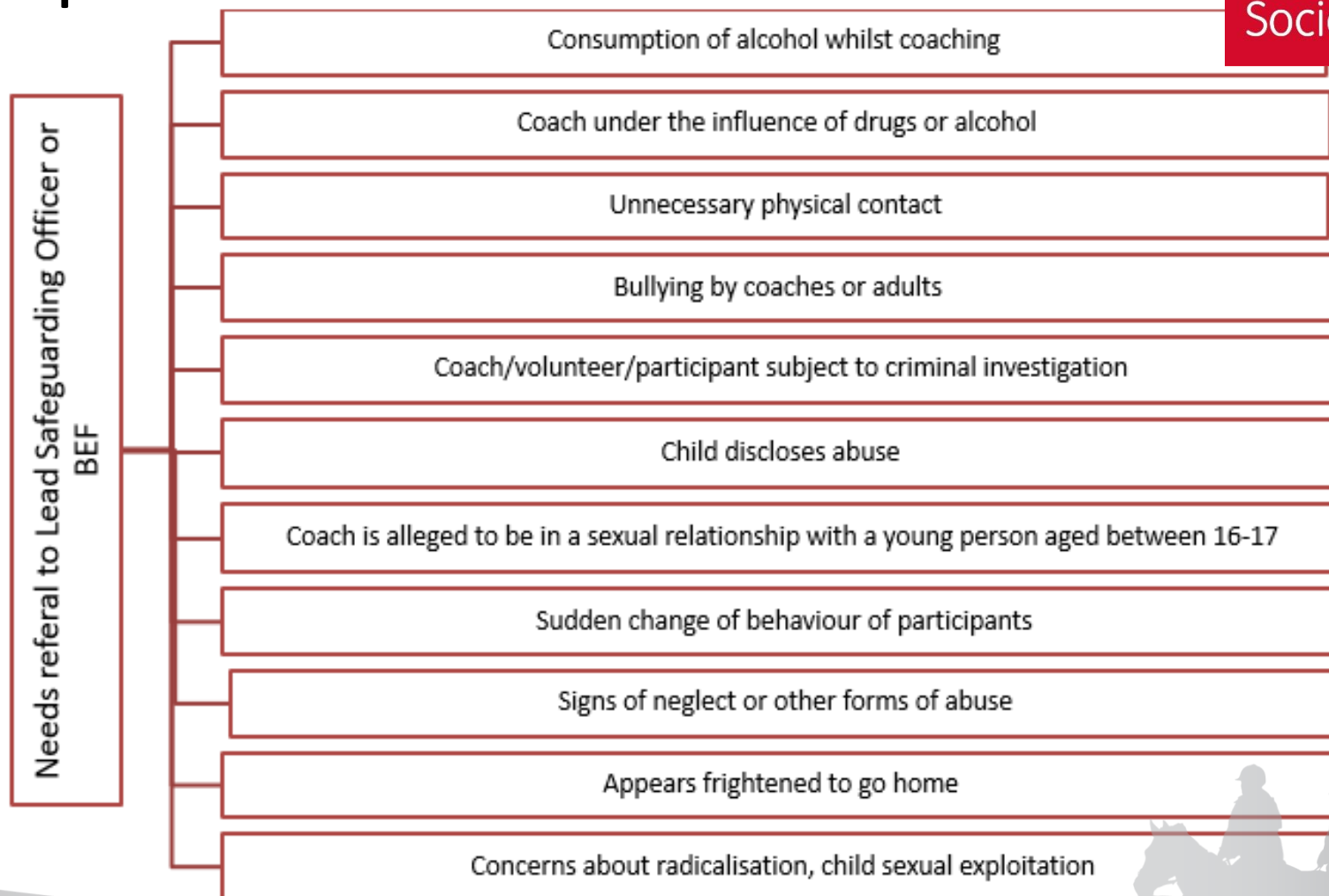
Please think about what you would need in place to report a worry or concern on.



When to report a safeguarding concern



Examples of Child Protection Concerns



Scenario Exercise

Consider the following questions in relation to these scenarios.

- 1) What are the main concerns and risks?
- 2) Is this Child Well-being or Child Protection?
- 3) 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 - Mandatory

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.



Scenario 2 - Mandatory

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 - Optional

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.



Scenario 4 - Optional

Your daughter who's 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 herself and didn't want to get back on. The ride leader and junior coach, Sam, 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.



Scenario 5 - Optional

Anne has been volunteering at an RDA group for over 10 years. As well as being a trustee, she helps at sessions every week. One week, a rider called Ellie was being particularly difficult and at the end of the session, Anne was asked to take her out of the arena and back to the school bus.

A few days later, the group receives a formal complaint from the school head teacher saying the classroom assistant witnessed Anne slapping Ellie as she approached the bus.



Scenario 6 - Optional

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.



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

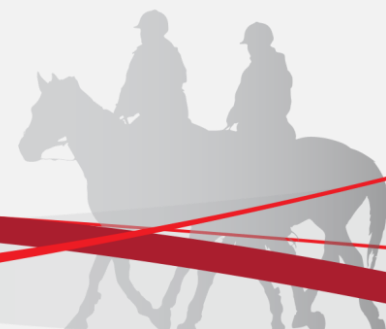
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What are your main concerns / risks?
Is this Child Well-being or Child Protection?
How would you deal with the situation?



Scenario 1

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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.

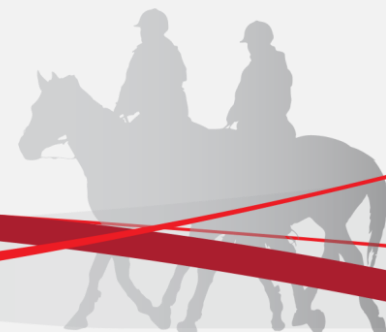
Riley later comes to talk to you and makes a disclosure regarding his relationship with Jenny.



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



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.



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



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



Scenario 3

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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

www.childline.org.uk

www.childnet.com

www.internetmatters.org

www.saferinternet.org.uk

www.nspcc.org.uk/children-safe/share-aware



Photography and Videos

- Follow photo and video policy and procedures
- Explicit consent required to use photos/video images
- Inappropriate / illegal images
- Never use full names alongside images



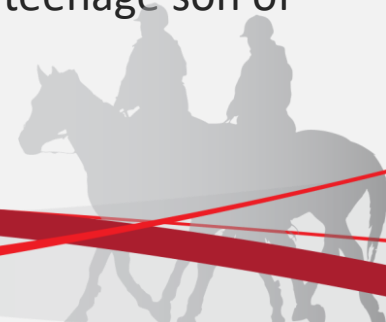
Scenario 4

Your daughter who's 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 herself and didn't want to get back on. The Ride Leader had hugged her and rubbed her back. the ride had to walk slowly back with SAM, the Junior Coach, leading the injured girl's pony.

You are introduced to SAM, the Junior Coach who turns out to be the teenage son of the proprietor – he's 17 and in the 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**



Scenario 5

Anne has been volunteering at an RDA group for over 10 years. As well as being a trustee, she helps at sessions every week. One week, a rider called Ellie was being particularly difficult and at the end of the session, Anne was asked to take her out of the arena and back to the school bus.

A few days later, the group receives a formal complaint from the school head teacher saying the classroom assistant witnessed Anne slapping Ellie as she approached the bus.



Appropriate Behaviour

Physical contact may be required in some instances:

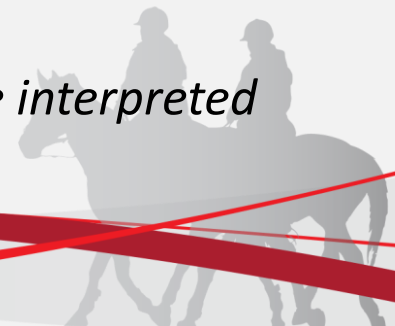
- Assisting when mounting/dismounting
- Coaching to develop skills or technique
- To prevent an injury or accident from occurring
- To treat an injury
- Dealing with a fall
- Celebrating success and reassuring distress



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.

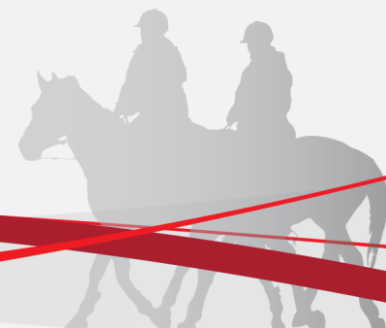
After a busy day of activities, you and the other supervisors settle down by the camp fire and open a few bottles of wine. The riders are in their tents sleeping.

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

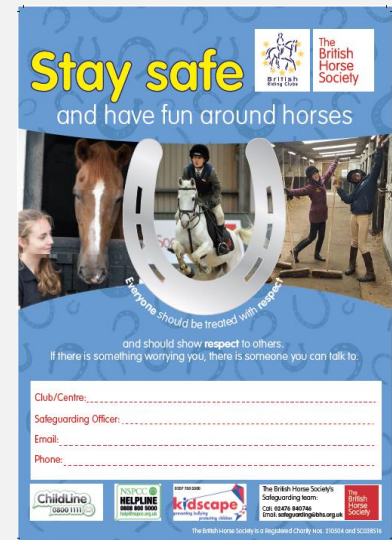
- Self-care looks different for everyone, here are some tips to help you:
- Take care of yourself
 - Sleep, nutrition and exercise. Take breaks. Accept your limits is not weakness/failure
- Recognise if you have changing emotions
- Find your support network
 - Who are your sources of support?
- Ask for 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



Help and Support

Children First – Scotland - 0141 419 1156 www.children1st.org.uk

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

SignVideo ; email help@nspcc.org.uk report concerns online through www.nspcc.org.uk/reportconcern

The Samaritans - 08457 90 90 90 www.samaritans.org.uk

Victim Support - 0845 3030 900

Childline www.childline.org.uk 0800 111111

Parentline www.children1st.org.uk 08000 28 22 33

Kidscape - 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 0808 802 9999, 12– 2.30pm, 7–9.30pm

SAMH (Scottish Association for Mental Health) www.samh.org.uk

Respect me (Scotland's Anti-bullying Service) www.respectme.org.uk

Scottish Rape crisis www.rapescrisisscotland.org.uk 08088 01 03 02

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



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
British
Horse
Society

Remember...

Don't forget - keep yourself safe

In equestrianism, Safeguarding is
everyone's responsibility