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**international**  
safeguarding  
children in sport  
**working group**

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# International Safeguards for Children in Sport

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A guide for anyone supporting  
or governing organisations who  
work with children

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## Founder Members

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With generous support from The Oak Foundation  
For more information on developing safeguarding in your organisation  
please visit: [http://www.sportanddev.org/en/toolkit/safeguarding\\_toolkit/](http://www.sportanddev.org/en/toolkit/safeguarding_toolkit/)

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## Introduction

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### **What are the International Safeguards?**

The International Safeguards for Children in Sport describe what organisations need to put in place if they are providing sports activities to children.

### **What is the aim of the Safeguards?**

The aim is to create a safe sporting environment for all children, in all parts of the world and at all levels of competition.

### **Who is this guide for?**

This guide is for anyone who supports or governs organisations who work with children in a sporting context.

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### **How have they been developed?**

This guide has been developed based on the experiences of over 50 organisations who have been piloting the International Safeguards since 2012. The quotes and examples throughout this guide are based on their experiences. This project has been led by a Founders Group of leading safeguarding organisations and is based on research conducted by Brunel University led by **Dr Daniel Rhind**.

The Founders Group and the research team would like to sincerely thank all of the organisations that have made this project possible and we continue to be inspired by how people are working together to safeguard children in sport.



# Safeguards

“

It was developed by the people who will actually be using the policy. They studied the example policy and discussed how it related to our context.

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## 8 Safeguards

- 01 — Developing your policy
- 02 — Procedures for responding to safeguarding concerns
- 03 — Advice and support
- 04 — Minimising risks to children
- 05 — Guidelines for behaviour
- 06 — Recruiting, training and communicating
- 07 — Working with partners
- 08 — Monitoring and evaluating

## How do we involve children?

Children have a right to have their voices heard in any organisation in which they are involved. Involving children in the design, implementation and evaluation of safeguards will help to ensure that they are meaningful and promotes a culture where adults and children value what children have to say. This should also help to keep children safe. Here are some examples of how other organisations working towards the Safeguards have involved children:

**Explain their involvement:**  
“You see in a lot of organisations it’s a tokenistic declaration where children are engaged but they are not active in the decision making process and they are not actually contributing to the change because they are not given that opportunity. So for us, in any work we do, we want to ensure that if we are asking children something, then they know where the information is going and what we are doing with it”  
Director of Safeguarding  
Sport for Development  
Organisation  
North America

**Informal conversations:**  
“I try to have a chat with the children when they are all together at the start or end of a session just to check how things are going.”  
Coach  
Elite Sports Club  
Europe

**Peer Leaders:**  
“If a girl is not ready to share with the field leader she can share with the peer leader who can sit with the committee and share the information with those responsible for safeguarding.”  
Director  
Sport for Development  
Organisation  
Africa

**Run a workshop:**  
“We started off very informally because clubs had issues around bullying. I ran a workshop with the young people. I asked them what is good about your club, what would you like to change, what difficulties do you have. You get all sorts of interesting things that come from that.”  
Director of Safeguarding  
National Governing Body,  
Europe

**Empower children:**  
“Children can come from families where they don’t always have a voice so to be able to voice your opinion at the age of 13 against someone who is older than you, that is not traditionally or culturally done. I think that because it is a bottom up approach that we are trying to do it is making the kids at the bottom aware of the capacity or power that they have to disclose. It is empowering the kids at the bottom to act if they are treated unfairly.”  
Programme Manager  
Sport for Development  
Organisation  
Africa

**Group discussions:**  
“We engaged all the players in the academy to write a code of conduct and what the disciplinary sanctioning process may be for poor conduct. they have more ownership of that because it is something that they have been involved in. So instead of the organisation forcing rules on them, they are part of the process of development. It was the international safeguards that got me into that mind-set of consulting with children.”  
Head of Safeguarding  
Elite Sports Club  
Europe

## How do we involve children?

Having children on your committees:

"That really reinforces the message that the care and protection for them is a priority for us and that it's something we want them to be involved in."

Director of Safeguarding  
National Governing Body  
North America

Event planning:

"We involved youth leaders when planning an event. They identified risks around the physicality of some games, the potential time spent standing in the sun and the likelihood of disputes arising from competitiveness. These fears led to changes in the plans."

Event Organiser  
Asia

Use templates:

"We gave them a template code of conduct. We then get them to put their words on it. They end that session with a code of conduct that they have basically written. Everyone then signs up to this. This ensures that they are not expected to create something from nothing and that avoids them just being given a code that they have not been involved in developing."

Director of Safeguarding  
National Governing Body  
Europe

Education:

"We have athlete training which is a series of videos and then scenarios which we talk through to make it interactive. That has been a huge success. We have been doing it about a year and we really were not sure what to expect. The kids have really embraced it and you realise that adults just do not talk to kids about healthy or unhealthy relationships very often, and they had plenty to say."

Head of Safeguarding  
National Governing Body  
Europe

Survey:

"In terms of listening to children, we just did our end of season survey and we asked them do you feel safe with your coaches. This time of year is a period of reflection for us. What has been powerful for me is encouraging our Programme Directors to make reflections on safety based on the data provided in the annual surveys of the children."

Coach  
Coaching Organisation  
North America

## Taking steps

This guide will help you on your journey to develop, implement and embed these Safeguards.

It includes explanations of what each Safeguard means, questions to prompt you to consider relevant issues and examples from organisations that have already started putting the Safeguards into practice.

The guide has 5 steps:

**Step 01:  
Preparing for the  
journey**  
Raising awareness  
of the need to  
safeguard children

**Step 02:  
Preparing to  
implement**  
Reflecting on  
where you are  
now and prioritising  
your next steps

Each of the **8 Safeguards** then have their own section that takes you through **Steps 3–5** as below:

**Step 03:  
Developing your safeguard**

**Step 04:  
Implementing your safeguard**

**Step 05:  
Embedding your safeguard**



## Step 01: Preparing for the journey

This section focuses on step 1 of your safeguarding journey. In this step the activities and resources are used to:

- Inform you about the kinds of risks children in your organisation may face
- Raise awareness of the need to minimise these risks
- Encourage adults to consider what a child's perspective feels like
- Inform discussion around the next steps towards implementing the Safeguards

By the end of this step you should have:

- A clear understanding of what is meant by 'safeguarding'
- An awareness of the range of safeguarding issues in your organisation and those which you support or govern
- An understanding of why safeguarding is necessary in the organisations that you support or govern
- Considered how to make your Safeguards accessible to everyone in your organisation

### Defining key terms

Somebody may abuse a child by directly causing harm or indirectly by failing to prevent harm.

Child — anyone who is under the age of 18

Harm — the negative psychological, physical or social consequences for a child

Types of abuse include:

- Sexual – involves any sexual activity where consent is not or cannot be given. It involves forcing or coercing a child to take part in sexual activities. The activities may involve physical contact (e.g. penetrative or oral sex) or non-penetrative acts, such as involving children in looking at, or in the production of, sexual images, inappropriate behaviour via social media (e.g., sexting), watching sexual activities, or encouraging children to behave in sexually inappropriate ways

— Physical – actual or potential physical harm perpetrated by another person, adult or child. It may involve hitting, shaking, drowning and burning. Physical harm may also be caused when a child is given an inappropriate training programme or is forced to participate with an injury

— Emotional – the on-going emotional maltreatment of a child. This includes humiliating, shouting or threatening a child

— A failure to meet a child's basic physical and/or psychological needs, which is likely to result in the impairment of a child's healthy physical, spiritual, moral and mental development. It includes the failure to properly supervise and protect children from harm

Safeguarding is the actions we take to ensure all children are safe from harm when involved in our clubs and activities.

It's important that all adults and children in your organisation know that children have a right to be protected from all types of harm and that the adults have a responsibility to reduce the likelihood of harm occurring.

## Step 01: Preparing for the journey

It is every child's right to be safe during sport, and it is every organisation's responsibility to protect them. There are additional reasons why safeguarding is important:



“

You are not going to have a programme if you cannot protect the child. It is that core of an issue  
Head of Research,  
Sport for Development  
Organisation, Asia

These two activities help people to think about positive relationships they had when they were children, what was good about these relationships and how it made them feel.

They help adults to identify with children's perspectives and to consider the kinds of qualities we want in our relationships with the children we work with.

Example Activity:  
Safety Net

- People stand in a circle
- Someone begins by holding a ball of string
- They then tell the group about a person who made them feel good about themselves when they were a child
- Holding on to one end of the string, this person then throws the ball to another person in the circle who cannot be stood next to them
- The process is repeated until everyone has spoken to create a Safety Net

The group can reflect on the following:

- What was good about these relationships?
- How did they make you feel?

Example Activity:  
Feeling Like a Child

- Identify a person to play the role of a child
- Identify a tall person to play the role of the coach
- The coach should stand on a chair next to the child and look down on them
- People should discuss how it feels to be a child in that situation
- People can then discuss how it feels to be a child in their community

# Step 01: Preparing for the journey

## Example Activity: Identifying Risks

In order to safeguard children, you first need to identify the risks in and around your organisations. Some of these may be risks that all children face but some may be very specific to the contexts in which your organisations work. It's important for you and your organisations to be as honest as possible about the current situation.

This is the first step in protecting children more effectively.

You can complete the following example activities within your organisation and also encourage your organisations to complete these activities.

Category	What are the risks faced by your children?
In your community?	e.g. abuses that are particularly prevalent
When travelling?	e.g. for events or to and from your programme
In your environment?	e.g. unsafe kit, equipment or locations
Reporting concerns?	e.g. lack of awareness or confidence in the procedures
From other people?	e.g. lack of background checks, codes of conduct on how to behave around children or harmful relationships, including grooming through social media and sexting

“

For us safeguarding comes from the perspective that children have rights, and they have a right to know their rights!  
Executive Director,  
Moving the Goalposts



Women Win,  
Moving the  
Goal Posts,  
Killifi, Kenya

## Step 01: Preparing for the journey

### Making your Safeguards accessible

It's important that your Safeguards can be understood and used by everyone in your organisation in all of the different situations they may find themselves in. You should design everything with everyone in mind. As you develop your Safeguards, you should listen to feedback from representatives of the groups with which your organisation may come into contact. These groups could involve, for example, people from different backgrounds or communities as well as those with a disability. This feedback can help ensure that your Safeguards are:

- Equitable: inclusive and do not disadvantage or stigmatize any groups
- Flexible: to accommodate a wide range of situations
- Simple: easy to understand
- Accessible: to children and anyone with a disability

“

We also discuss how it feels to be a child here. When I did this I got one of our coaches, who is 6 foot 3, to stand on a chair. Next to me and I say 'I am a kid, what does this feel like'. There is an absolute stillness within the room. It is trying to develop both cognitive and emotional awareness.

Director,  
Coaches Across Continents





## Step 01: Preparing for the journey

### The next step

Now you have reached the end of this step you should have:

- A clear understanding of what is meant by 'safeguarding'
- An awareness of the range of safeguarding issues in your organisations
- An understanding of why safeguarding is necessary in the organisations that you support or govern
- Considered how to make your Safeguards accessible to everyone in your organisation

If you feel ready to move on then you should progress to **Step 2**. This will help you to conduct a self-audit of where the organisations that you support or govern are now, as well as to think about the resources available to you to help these organisations along the safeguarding journey.



## Step 02: Preparing to implement The next step

This tool is an ideal way to measure where you are on your safeguarding journey, and where you need to prioritise your next steps. It will identify areas of strength and areas in which your organisation may need to improve. It is important for you to remember that:

- This is not a test!
- You are completing this audit thinking about your organisation and the organisations that you support or govern to work with children.
- If a question does not appear relevant to you (e.g., involving children), then you should answer it in terms of the current situation in the organisations that you support or govern (who do work with children) in terms of how you encourage them to meet this objective.
- If there are areas in which you have nothing yet in place then please do not become discouraged, it is great that you are starting your journey
- The more honest you are about your current situation, the more progress you can make.
- The key point is that you know where you are on your safeguarding journey and that you know how to move forward

### Using Checkpoints

The checkpoint questions below are designed to draw out the minimum requirements (criteria) that all sporting agencies committed to protecting children should be striving to meet. Depending on the nature and contexts of your organisation's work with children, some of the checkpoints may seem more relevant than others.

This self-audit tool asks you to think about your organisation in relation to the eight Safeguards. There are a number of criteria within each Safeguard. Please read each statement carefully and decide whether your organisation is at:

**A: in place**  
**B: partially in place**  
**C: not in place**

## Safeguard 01: Developing your policy

Does your organisation have a policy? Yes/No  
If yes, please respond to the statements below.  
If no, consider these points as you develop your policy.

		A	B	C
1	Your organisation has a safeguarding policy which is clearly written and easy to understand			
2	The policy clearly describes your organisation's understanding and definitions of all forms of harm			
3	The policy covers your organisation's commitment to safeguard children in all aspects of your organisation's work			
4	The policy is clear that all children have equal rights to protection			
5	The policy is officially endorsed by staff at the highest level of your organisation			
6	Staff at the highest level of the organisation have the responsibility to oversee the implementation of the policy			
7	All staff, volunteers, carers or other representatives have signed up to the policy			
8	Your organisation has consulted with children, parents/carers and staff as part of the initial development and/or on-going review of the policy			
	Overall, where are you on this Safeguard?			

## Safeguard 02

### Procedures for responding to safeguarding concerns

Please respond to the statements below:

		A	B	C
1	There are clear procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child's safety or well-being, both within and external to the organisation			
2	Your organisation has arrangements in place to provide support to children, volunteers and staff during and following an incident, allegation or complaint			
3	There is an identified member of staff in your organisation responsible for leading on safeguarding			
4	Your organisation provides children and young people with information about their rights and about who they can turn to if they are worried, in a process which empowers them			
5	Your organisation has made information available to children and their parents/carers about what is likely to happen following a disclosure, in a format and language that can be easily understood by everyone			
6	Your organisation has a process for dealing with complaints in a fair and transparent way, that includes an appeals process			

Continued...

## Safeguard 02

### Procedures for responding to safeguarding concerns ...continued

		A	B	C
7	All incidents, allegations and complaints are recorded, monitored and stored securely			
8	Your organisation has consulted with children, parents/carers and staff as part of the initial development and/or ongoing review of your response system.			
	Overall, where are you on this Safeguard?			

## Safeguard 03

### Advice and support

Please respond to the statements below:

		A	B	C
1	Contacts are established at a national and/or local level with relevant child protection agencies, NGOs and community groups providing support on child protection			
2	Your organisation ensures that staff members with special responsibilities for keeping children safe have engagement with specialist advice, support and information			
3	Children are provided with advice and support on keeping themselves and one another safe			
4	Your system acknowledges that children with additional vulnerabilities (for example a disability) may face extra barriers to getting help			
5	Parents/carers in the wider community are provided with information, advice and support on safeguarding children			
	Overall, where are you on this Safeguard?			

## Safeguard 04

### Minimising risks to children

Please respond to the statements below:

		A	B	C
1	Risk assessments are available and conducted for activities, transport, accommodation and spaces			
2	Steps are taken to minimise any risks identified through risk assessments			
3	If the risks are assessed as too significant then the activity does not go ahead			
4	Training is available to help staff and volunteers recognise the additional risks some children are exposed to, because of their race, gender, age, religion, disability, sexual orientation, social background or culture			
	Overall, where are you on this Safeguard?			



## Safeguard 05

### Guidelines on behaviour

Please respond to the statements below:

		A	B	C
1	Your organisation has written guidelines for behaviour (codes of conduct) which contain statements about treating people with dignity, respect, sensitivity and fairness			
2	Your organisation has guidance and expectations around activities that include time spent away from home, including placing children in the care of others and overnight stays			
3	Where organisations are involved in placing children in the care of others, frequent meetings are held with the child to discuss their experiences			
4	Your organisation has guidance around working with children who have a disability			
5	Your organisation has 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			
6	Your organisation has 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 age and gender appropriate			

Continued...

## Safeguard 05

### Guidelines on behaviour ...continued

Please respond to the statements below:

		A	B	C
7	Your organisation has guidance on expected and acceptable behaviour of children towards others, particularly other children (e.g. a learning agreement)			
8	There are clear consequences for not following the guidelines on behaviour that are linked to organisational disciplinary procedures			
9	The highest level of the organisation has the responsibility to ensure that the guidelines are followed			
10	Your organisation has consulted with children, parents/carers and staff as part of the initial development and/or ongoing review of your organisations guidelines on behaviour			
	Overall, where are you on this Safeguard?			

## Safeguard 06

### Recruiting, training and communicating

Please respond to the statements below:

		A	B	C
1	Job descriptions contain statements about treating people with dignity, respect, sensitivity and fairness			
2	The recruitment process includes an interview, character/employment references and a background check in line with local legislation			
3	All staff, volunteers and other relevant people have been trained on safeguarding and child protection, including how to report concerns			
4	The highest level of the organisation has the responsibility to oversee the implementation of this training			
5	All staff, volunteers and relevant people with special responsibilities for safeguarding have access to regular additional training and specialist support			
6	Your organisation has consulted with children, parents/carers and staff as part of the initial development and/or on-going review of your organisations recruitment, training and communication			
	Overall, where are you on this Safeguard?			

## Safeguard 07

### Working with partners

Please respond to the statements below:

		A	B	C
1	Your organisation has worked with partners/members to ensure that there are shared expectations around safeguarding			
2	Your organisation has worked with partners/members to agree how to share learning about making sport safer for children			
3	Your organisation has shared written guidance on current best practice in relation to working with children (for example sharing the international Safeguards for Children in Sport)			
4	Your organisation's safeguarding policy represents an essential part of any partnership/membership agreements			
5	Your organisation publicises information about your policy to your community, partners and members			
6	Your organisation works to sensitise your communities to the importance of safeguarding children			
	Overall, where are you on this Safeguard?			

## Safeguard 08: Monitoring and evaluation

Please respond to the statements below:

		A	B	C
There are systems in place to monitor and evaluate the effectiveness of your organisations...				
1	Policy			
2	Procedures for responding to safeguarding concerns			
3	Advice and support			
4	Systems to minimise the risks to children			
5	Guidelines on behaviour			
6	Recruitment, training and communication			
7	Work with partners to safeguard children			
8	The highest level of the organisation has the responsibility to oversee the implementation of the monitoring and evaluation system?			
9	Your organisation has consulted with children, parents/carers and staff as part of the initial development and/or on-going review of your monitoring and evaluation systems			
Overall, where are you on this Safeguard?				

## Summary

Congratulations on completing the self-audit! This is another important step on your safeguarding journey.

You can now plot your overall results for each Safeguard in the summary table below. This will help you to see where you are and to plan your next step.

	A	B	C
Safeguard 01			
Safeguard 02			
Safeguard 03			
Safeguard 04			
Safeguard 05			
Safeguard 06			
Safeguard 07			
Safeguard 08			

## Interpreting your results

The audit will help you to identify where you are in your journey towards the Safeguards in a standardised format. It is important to emphasise that the actions that you now take are context specific and need to be tailored to the settings in which you work.

If you are mostly:

**C** - Then it may be helpful to start by developing your policy because this will set the tone for all of your safeguarding work. **Step 3** in each of the following sections will help.

**B** - Then it may be helpful to focus on fully implementing your Safeguards. **Step 4** in each of the following sections will help.

**A** - This is great but not the end of the journey. You need to regularly review all of your Safeguards to ensure that they are maintained and embedded throughout your organisation. **Step 5** in each of the following sections will help.

Whatever your results, completing an action plan will help you to identify your next steps as well as to review the resources available to you.

## Action plan

Think about one of your Safeguards that you would like to improve and complete a table using the following headings. The table gives examples of the actions that could be taken for organisations thinking about Safeguard 1 (Policy) who are currently at C, B and A.

	Action	Who will do this	By when	Goal
C	Create draft policy	Identify a team / individual	1 month	Draft is shared for feedback
B	Review awareness + impact of policy	Identify a team / individual	2 months	Identify gaps
A	Review policy based on feedback	Identify a team / individual	3 month	Revise and relaunch policy

## Community mapping

Sometimes people may feel isolated in their work to safeguard children. Thinking about the available resources or organisations around you will help you to identify the support available to achieve your actions. For each one you identify, think about how you could work in partnership with them to protect children more effectively:

Are there national or international organisations who are also working to safeguard children in sport?

- E.g. another funder, national governing body or an international sports organisation

Are there national or international organisations who are also working to safeguard children in areas other than sport?

- E.g. A national or international children's charity

Are there community resources that may support safeguarding children?

- E.g. Advocacy or faith groups, charities, social services, the Police

Are there resources which may help your work?

- E.g. Government guidance, professional networks, conferences, websites

## Preparing to implement Final reflections

You should now have a good idea where your organisation is on the safeguarding journey and have a plan to move forward. The rest of this guide contains 3 further steps for each Safeguard:

- Step 3: Developing your safeguard
- Step 4: Implementing your safeguard
- Step 5: Embedding your safeguard

You do not have to follow the order in which the Safeguards are presented in this guide. You should go to the section relevant to the actions you identified in your plan. As you complete your actions, you can re-visit the self-audit and update your action plan to inform your next steps.





# Safeguard 01

## Developing your policy



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## Safeguard 01

### Developing your policy

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**What** — Anyone who supports or governs organisations which provide sports activities for children should have a safeguarding policy. This is a statement of intent that demonstrates a commitment to safeguard children involved in sport from harm, and provides the framework within which procedures are developed. The development and review of your policy should involve children.

“

People can either accept what you are doing or not, but if there's policy that guides what you should do then it becomes a lot easier

Government Official,  
Caribbean

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**Why** — A safeguarding policy makes clear to all what is required in relation to the protection of children and young people. It helps to create a safe and positive environment for children and to show that the organisation is taking its duty of care seriously. It also takes account of specific factors that may leave some children more vulnerable.

The self-audit will help you to identify if you have this:

**C:** not in place (go to Step 03)

**B:** partially in place (go to Step 04)

**A:** in place (go to Step 05)

# Step 03: Developing your policy

Developing your policy and encouraging your organisations to develop their own policies are really important steps in helping these organisations safeguard the children they work with. As you start this process, don't forget the criteria for success for Safeguard 1:

- Make sure the policy is clearly written and easy to understand
- Include your understanding and definitions of all forms of harm
- Make sure it covers your organisation's commitment to safeguard all children in all aspects of your work
- Consult children, parents/ carers and staff as you develop the policy

Your culturally sensitive policy can include:

The purpose of your policy:

- The values of your organisation specifically in relation to children's right to be protected from harm. This should particularly include positive behaviours and values that you want to promote in your organisation. For example, 'We believe that all children have a right to play sport in an environment where they are safe and their voices can be heard' and 'Children should always be treated in a respectful way'
- Definitions of sources of harm; some of which may be very specific to your situation
- Contact details of key personnel and a clear expectation that they should be contacted whenever concerns about children arise

Identify your risks:

You should think about how your policy will help to address the risks in your specific context.

“We believe that all children have a right to play sport in an environment where they are safe and their voices can be heard.”  
International Safeguarding Children in Sport Working Group



## Step 03: Developing your policy

The Caribbean Sport and Development Agency (CSDA) used the following to develop their policy:

- The International Safeguards
- Example policies from other organisations
- The results of their self-audit
- A mapping process which helped to highlight gaps and areas which could be built upon

The need for cultural sensitivity was emphasised:

“The children are very loving and we are a small community. When they see you they want to hug you, but what are we to do, should we push them away? So any safeguarding initiatives, including the development of policy, should take our culture into account.” (CSDA)

Use experts with local knowledge:

“I think that for people to develop their own policy they can work with an expert with local expertise.”

“

It was developed by the people who will actually be using the policy. They studied the example policy and discussed how it related to our context.

International Safeguarding  
Children in Sport  
Working Group



## Step 04: Implementing your policy

Having a policy is not the end of the journey. If there is limited awareness of your policy, then it will have little impact. Once you have developed your policy, you need to make sure it is officially adopted by your organisation, that everyone is aware of it, and that it is making a real difference to the work of your organisation:

Don't forget the criteria for success for Safeguard 1:

- The policy is officially endorsed by staff at the highest level
- Staff at the highest level have the responsibility to oversee implementation
- All staff, volunteers, carers or other representatives have signed up to the policy
- Your organisation consults with children, parents/carers and staff as part of the on-going review of your policy

So you will need to get the policy signed off by your board, make sure there is a process for overseeing implementation and review, and you need to make sure everyone connected to your organisation has signed up to the policy. One way you can help make sure your policy is really effective, is to develop it at the same time as you develop other systems to strengthen safeguarding. That way it can be better integrated into everything you do. Remember, your policy is only effective if it is implemented on the ground.

Encourage cultural adaptations:  
“We have made a lot of significant changes so that our policy can be a better overarching piece and then the more context specific aspects are designed at a country level. And that’s where you will see differences, and we want those differences.”  
Right to Play

## Step 05: Embedding your policy

You can work to embed your policy throughout the organisations that you support or govern to work with children.

- People are still aware of the policy
- People understand what the policy means for them
- People are using the policy
- It still covers all of the risks you are facing
- The policy is still in line with other policies and procedures

And don't forget to review your policy regularly.

Right to Play do the following:

Appreciate it takes time:  
"We have 20 countries around the world with staff, volunteer teachers, children and community members. How that gets effectively integrated into the work that you do and how its transferred into being meaningful for that specific context takes time."

Conduct regular reviews:  
"We have our policy and each year we conduct reviews, look at complaints and acknowledge them but we also do interviews and ask questions like 'Are there parts of this policy that aren't realistic in your context?'"

Audit using the Safeguards:  
"When we do our monitoring and evaluation we go back and forth between what exists in our policy and ensuring that it aligns with the Safeguards."





## Safeguard 02

### Procedures for responding to safeguarding concerns





## Safeguard 02

### Procedures for responding to safeguarding concerns

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**What** — Procedures provide clear step-by-step guidance on what to do in different circumstances. They clarify roles and responsibilities, and lines of communication. The development and review of your procedures should involve children.

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**Why** — Procedures help to ensure a prompt response to concerns about a child's safety or well-being. They also help you to comply with and implement your policy, relevant legislation and guidance.

The self-audit will help you to identify if you have this:

**C:** not in place (go to Step 03)

**B:** partially in place (go to Step 04)

**A:** in place (go to Step 05)

The case study throughout this section comes from a national governing body in North America .

## Step 03: Developing your procedures for responding to safeguarding concerns

Developing your procedures is a really important step in helping the organisations you support or govern to safeguard the children you work with. As you start this process, don't forget the criteria for success for Safeguard 2:

- Include step by step guidance on what you will do if there are concerns about a child's safety.
- Make sure children have information about their rights
- Make sure that it is clear to both your staff and the children you work with how they go about reporting concerns
- Consult children, parents/carers and staff as you develop the procedures Include a process for recording, monitoring and managing concerns

Your procedures should include a very clear expectation that any concerns about children must be passed on to the appropriate person in your organisation to be dealt with. They need to explain how to:

- **Report** – How will people report a concern? For example face-to-face, telephone, form, via a peer leader, and who should they report it to?
- **Respond** – Will this be internally (welfare officer) and/or externally? There needs to be clarity about the point at which external organisations will be informed, for example the Police or local services
- **Record** – Will you use a Paper and/or electronic form to record and monitor concerns and how will people know where to access these forms?

## Step 03: Developing your procedures for responding to safeguarding concerns

You need to consider who children will find it easiest to approach. The coach may not be that person as they are often very powerful so you need to identify specific people who the children know are there to listen if they need to talk.

You also need to consider children who have additional support needs for example children who are disabled or children with communication difficulties. You need to adapt your procedures to accommodate these needs and ensure these children are protected from harm.

Internal review:

“One area where we were not strong on is the channels of reporting. I imagine that I am not alone in not understanding how this works in each state or in different countries. I would hate to enact a policy without knowing what to do if something happens.”

Programme Manager  
Africa



## Step 04: Implementing your procedures

Having procedures is not the end of the journey. If there is limited awareness, then it will have little impact. Once you have developed your procedures, you need to make sure these are officially adopted by your organisation, that everyone is aware of them, particularly children, and that they are making a real difference to the work of your organisation.

Don't forget the criteria for success for Safeguard 2:

- There is an identified individual or team who is responsible for leading on safeguarding
- The procedures are officially endorsed by staff at the highest level
- Children and their parents/carers are given accessible information about who they can talk to if they have concerns and how your organisation will respond
- People are supported during and following a concern
- You deal with complaints in a fair and transparent way that includes a clear appeals process
- Consult children, parents/carers and staff as part of an on-going review of procedures to check they are working in practice

You will need to make sure there is a process for overseeing implementation and review, and you need to make sure everyone connected to your organisation is aware of the procedures.

Expect disclosures:

*"When things do start moving there is often an upsurge in the number of cases which many people see as a bad thing. Actually it is a good thing because there is now the awareness and the structures in place. I think that this is an important message to get across to people so that they do not think it is doing the wrong thing."*

Programme Manager  
Africa

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*"I learned a lot through this project because I have learnt about some rights that I didn't know about."*

Teenage girl on the programme



## Step 05: Embedding your procedures

You can work to embed your procedures by checking that:

- People are still aware of the procedures
- People understand what the procedures mean for them
- People are using the procedures
- Children regularly feel able to talk about issues or concerns they have
- Safeguards are being considered at the start of every new project.

And don't forget to review your procedures regularly.

Build into future projects:

*"Initially this can become a tick-box exercise and you have to go beyond this to embed the procedures and create a real impact."*

*"Since starting the Safeguards project, we have gone from a position of people saying that they cannot believe you are making me do this to one where they say I would not put my child in a club that did not do this."*

*"Using incentives rather than requirements has been really helpful. When we see people making progress on safeguarding, we celebrate this success massively. This is through articles on our website, in the newsletter and through our annual awards. We want people to want to do this rather than have to do it"*

Programme Manager  
Africa



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Rebecca Hearfield, 2012



# Safeguard 03

## Advice and support



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## Safeguard 03

### Advice and support

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**What** – Arrangements made to provide essential information and support to those responsible for safeguarding children. Children and young people are advised on where to access help and support. The development of your advice and support should involve children.

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**Why** – You have a duty to ensure advice and support is in place to help people to play their part in safeguarding children such that they know who they can turn to for help.

The self-audit will help you to identify if you have this:

**C:** not in place (go to Step 03)

**B:** partially in place (go to Step 04)

**A:** in place (go to Step 05)

The case study throughout this section comes from a sport for development organisation in Africa.



## Step 03: Developing your advice and support

Developing your advice and support is a really important step in helping the organisations which you support or govern to safeguard the children that they work with. As you start this process, don't forget the criteria for success for Safeguard 3:

You can begin by identifying support in your community:

- Are there national or international organisations who are also working to safeguard children in sport?
- Are there national or international organisations who are also working to safeguard children in areas other than sport?
- Are there community resources that may support safeguarding children? (e.g., advocacy or faith groups, charities, social services, the Police)

Look back at step 2 and your community mapping to help you identify organisations and resources to support you, your staff and the children that you work with.

You can also think about the people in the organisations that you support or govern:

- Are there people with safeguarding experience?
- Are there people with an interest in safeguarding?
- What is the level of awareness of existing advice and support

Identifying Safeguarding Champions:

"It is about identifying your key staff in key areas and up-skilling them. You can think about where to position champions to ensure that no one is too distant from a safeguarding champion."

Making contact: "What is scary for people is actually picking up that phone and dialling the numbers of the social worker to say I have a concern about a child. So now I encourage people with safeguarding responsibilities to dial the number to the duty social worker and introduce themselves. Just by saying hello and having a conversation about what you do will help the member of staff to feel more comfortable and able to make that call when they do need advice or support down the line."

Director of Safeguarding  
National Governing Body  
Europe

## Step 04: Implementing advice and support

Identifying sources of advice and support is not the end of the journey. If there is limited awareness, then it will have little impact. You need to make sure that everyone is aware of where they can get advice and support and can discuss how well supported they feel in managing concerns.

Don't forget the criteria for success for Safeguard 3:

- People with responsibilities for safeguarding children have engagement with specialist advice, support and information
- Children are provided with advice and support on keeping themselves and one another safe, including their right to be protected from harm
- Parents/carers in the wider community are provided with information, advice and support on safeguarding children
- Plan how you will support children with additional vulnerabilities in accessing the help they need

So you will need to make sure that the staff, children and parents/carers in the organisations that you support or govern are aware of and using the advice and support that is available.

Don't forget the criteria for success for Safeguard 3:

- Two full-time Safeguarding Managers at the national level
- A Safeguarding Lead for each region
- A Safeguarding Officer in each club

Implementing Champions:  
"Building our army has been really exciting. Having these people thinking about the issues and coming up with new ideas, extending the reach, has been a great win."  
Coach  
Sport for Development  
Organisation  
Africa

## Step 05: Embedding your advice and support

You can work to embed your advice and support by checking that:

- People are still aware of the advice and support
- People understand how they can use the advice and support
- People including children are using the advice and support
- It still covers all of the risks you are facing

And don't forget to review your advice and support regularly.

The organizations that you support or govern can also champion safeguarding to other organisations:

*"When we first went to the congress, one of our members came out saying, no, It is not something that we need to look at. Within a few weeks of being involved with this process they turned around completely and are now on board wholeheartedly. This is why we got them to come and talk at the conference. Their story is far more powerful and persuasive to our other member organisations."*

Director  
International Governing Body

You can work to embed the relationships you develop with sources of advice and support through a range of different activities. You could:

- Organise a conference or workshop with local organisations to bring people together
- Facilitate a regular online discussion group
- Highlight the available advice and support at staff meetings and share experiences of how using this has helped to safeguard children

Networks:

*"This is why I am excited about this project because it is creating networks that we can tap into and share resources. This should open up some opportunities that just would not exist if we were trying to do this on our own."*

Head of Learning  
Sport for Development  
Organisation  
Asia



Pass it Back, Vietnam  
Photographer:  
Phung Quang Binh



## Safeguard 04

### Advice and support



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## Safeguard 04

### Minimising risk

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**What** — Measures to assess and minimise the risks to children.

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**Why** — Some people, who work or seek to work in sport in a paid or voluntary capacity, pose a risk to children. Children are also at risk when placed in unsuitable places or asked to participate in unsuitable activities, including age-inappropriate activities, over-training and through unrealistic expectations being placed on them. It is possible to minimise these risks by putting safeguards in place.

The self-audit will help you to identify if you have this:

**C:** not in place (go to Step 03)

**B:** partially in place (go to Step 04)

**A:** in place (go to Step 05)



## Step 03

### Developing your strategies to minimise risk

Minimising the risks in the organisations that you support or govern is a really important step in helping to safeguard the children that they work with. As you start this process, don't forget the criteria for success for Safeguard 4:

- Develop risk assessments for activities, transport, accommodation and spaces. Consider all of the aspects of the activity including if there are specific cultural issues that could place individuals or groups at particular risk of harm. You could develop a standard risk assessment template for all of your activities

- Think about ways in which identified risks could be minimised. For example, consider how many adults should be supervising the activity to make it safe and whether activities should be adapted to ensure it is suitable for different age groups/abilities. Think about what levels of risk are acceptable in your context. Many sports activities will have risk that are part of the sport itself but even in these activities, levels of risk must be assessed and children must not be exposed to unacceptable or unnecessary risk
- Identify training for staff on recognising the additional risks faced by some children (because of their race, gender, age, religion, disability, sexual orientation, social background or culture). Remember that some children's additional vulnerability may not be immediately apparent and staff and volunteers may need support in recognising and managing these additional risks

It's also important to think particularly about spaces that are open to other members of the public as this could bring the children you are responsible into contact with other adults that have not been through your safe recruitment processes.

An important first step is to identify a collective definition of risk, particularly within the different contexts in which your organisations work.

## Step 04

### Implementing your strategies to minimise risk

Having a strategy is not the end of the journey. If there is limited use of the strategy and few efforts to minimise the identified risks then it will have little impact. You need to ensure that these strategies are actually implemented within the organisations that you support or govern.

Don't forget the criteria for success for Safeguard 4:

- You conduct risk assessments for activities, transport, accommodation and spaces
- Steps are taken to minimise any identified risks
- If the risks are assessed as too significant then the activity does not go ahead. For example, if you cannot find appropriate accommodation for a mixed gender group with enough adults to supervise this would create a number of serious risks to both the children and adults involved
- Staff are trained on recognising the additional risks faced by some children (because of their race, gender, age, religion, disability, sexual orientation, social background or culture)

You will need to ensure that staff receive training, risks are identified and that appropriate things are put in place to minimise these risks.

For example a risk assessment should be conducted before any activity with clear plans in place to manage any risks identified.

One of the organisations piloting the Safeguards implemented procedures for identifying and mitigating risks across the organisation:

- Coaches complete risk assessments before conducting sessions
- Coaches talk to new venues to highlight any risks to the safety of children
- Parents sign a form if it is ok for their child to go home alone
- Those that cannot go home alone are taken into a waiting area to wait to be picked up. There is the option of a homework club for the children to be collected later on

One organiser of international events, who is working towards the International Safeguards, has a particular focus on safeguarding children with a disability. A senior member of this organisation outlined the process through which their procedures for minimising risks were developed and implemented:

- The additional vulnerabilities faced by certain children were identified (e.g., children with a given disability)
- The risks associated with particular contexts were identified (e.g., when children stay away overnight for a competition)
- A policy and procedure were developed to address these identified risks (e.g., a coach-child ratio of at least 4:1 was required)
- This process was informed by consultation with everyone involved (as suggested in Step 4)
- These procedures were widely communicated throughout the organisation along with explanatory guidelines

This kind of process can be followed for the different risks being faced within the different contexts in which your organisation works.

## Step 05

### Embedding your strategies to minimise risk

You can work to embed your strategies by checking that:

- People are still aware of the strategies to minimise risk
- People conduct risk assessments
- It still covers all of the risks you are facing and the areas in which you work

And don't forget to review your strategies regularly.

There is also a need to review your procedures on an on-going basis. The organiser of international events developed their procedures based on a review. Their policy to have a specified ratio of coaches to athletes within training sessions led to a concern:

*"We have growth issues. We are getting many more athletes than we have coaches. We have to hit a quota. We need a ratio of one coach per 10 athletes. Right now we are one coach per 15 or 20 and it is just not real quality."*

Your reviews can consider the risks being faced in different contexts. For example, with regards to training sessions, it may be viewed that the ratio could be increased if this is judged to still ensure that the children are safe. Alternatively, it could be judged that the ratio is still appropriate and hence sessions should not go ahead if the increased risks cannot be mitigated against.





## Safeguard 05

### Guidelines on behaviour



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## Safeguard 05

### Guidelines on behaviour

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**What** – Codes of conduct to describe what an acceptable standard of behaviour is and promote current best practice. The organisations which you support or govern should involve children in the development of these guidelines.

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**Why** – Children's sport should be carried out in a safe, positive and encouraging atmosphere. Standards of behaviour set a benchmark of what is acceptable for all.

The self-audit will help you to identify if you have this:

**C:** not in place (go to Step 03)

**B:** partially in place (go to Step 04)

**A:** in place (go to Step 05)

## Step 03

### Developing your guidelines

Developing guidelines is a really important step for the organisations which you support or govern in helping them to safeguard the children that they work with. Your guidelines should cover the criteria for success for Safeguard 5:

- Treating people with respect - Think about what this means in practice for example how we talk to each other, how we address each other and respect cultural differences. **Remember this is about adults respecting children as well as children respecting adults and each other**
- Travelling and staying away - Think about how everyone involved both adults and children, should conduct themselves when they are away from home. Children can be particularly vulnerable on trips and boundaries between adults and children and children themselves need to be very clear. Remind people that they are ambassadors for your organisation and should behave accordingly
- Working with children with a disability - Consider how people's conduct should both respect disabled children and support them to participate in your activities

- The use of technology and social media - Be very clear about the boundaries between personal social media accounts and those associated with your organisation. Help everyone to understand that behaviour that would be unacceptable offline is also unacceptable online and do all you can to protect children from adults who use social media to access children in order to abuse them
- Positive ways of managing children's behaviour - Include positive references to how to manage children's behaviour and be clear that violent or humiliating punishments are not acceptable
- Appropriate behaviour of children - Children need their own codes of conduct, written and/or communicated in a way that they can understand, that clearly outlines how they should also behave
- Consequences for breaking the guidelines - these should be clearly stated and linked to existing disciplinary procedures. Consult children, parents/carers and staff as you develop the guidelines

When developing guidelines with the organisations which you support or govern, it is important to retain flexibility such that the guidelines can be tailored to the legal, cultural and social contexts.

*"We drafted up a template code of conduct. We get our member organisations to run their own workshop to put their words on it. They end that session with a code of conduct that they have basically written. This has led to a greater sense of ownership and a greater impact."*

National Governing Body, Europe

Fundamental guidelines could still be included as part of the template but the flexibility allows the guidelines to address the salient issues in the given context.



## Step 04

### Implementing your guidelines

Having guidelines is not the end of the journey. If there is limited awareness, then it will have little impact. Once the guidelines have been developed, you need to make sure they are officially adopted by the organisations you support or govern, that everyone is aware of them, and that they are making a real difference to the work of these organisations. Think particularly about the language and format that is used for your guidelines and whether these are accessible to all.

Don't forget the criteria for success for Safeguard 5:

- Staff at the highest level have the responsibility to oversee implementation
- People are following the guidelines. Think carefully about how all of the adults and children in your organisation will know about the codes of conduct and sign up to them
- If your organisation is involved in placing children in the care of others, hold frequent meetings with the child to discuss their experiences
- There are consequences for not following the guidelines on behaviour (e.g., education or disciplinary procedures)
- Your organisation consults with children, parents/carers and staff as part of the on-going review of your guidelines

Once developed, it is important that your guidelines are effectively communicated to all relevant people. One key group will be the children who you work with. One of the organisations working towards the Safeguards, hosts events for large groups of children. Their Safeguarding Manager explained:

*"We have a code of conduct which is signed by everyone at all levels from the executives through to the coaches, athletes and volunteers. The important point is that it is adapted for each of these groups such that it makes sense to them and so it is not just copied and pasted for all groups."*

National Governor  
Europe

You can also encourage the organisations you support or govern to communicate the guidelines in innovative ways. These can go beyond paper versions to include videos, pictures, posters or on the back of membership cards.

## Step 05

### Embedding your guidelines

You can work to embed your guidelines by checking that:

- People are still aware of the guidelines
- People understand what the guidelines mean for them
- People are following the guidelines
- It still covers all of the areas you work in

And don't forget to review your guidelines regularly.

"In addition to the contracts, such as the hours being worked, what you get paid or not, we have a series of agreements that have much more to do with the culture of our organisation in terms of the expectations of how to treat the children. So for me, getting to that process where the staff are not just signing it but they are buying into it, and really understanding what they are signing, that was a two year process for us."

Executive  
Coaches Across Continents



## Safeguard 06 Recruiting, Training and Communicating



## Safeguard 06

### Recruiting, training and communicating

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**What** — Recruiting appropriate members of staff, creating opportunities to develop and maintain the necessary skills and communicating regarding safeguarding.

**Why** — Everyone in contact with children has a role to play in their protection. They can only do so confidently and effectively if they are aware, have the necessary understanding of, and the opportunity to develop, practice and implement key skills. Organisations providing sporting activities for children have a responsibility to provide training and development opportunities for staff and volunteers.

The self-audit will help you to identify if you have this:

**C:** not in place (go to Step 03)

**B:** partially in place (go to Step 04)

**A:** in place (go to Step 05)

## Step 03

### Developing your process

Encouraging the organisations which you support or govern to develop processes for recruiting, training and communicating with staff (including volunteers) is an essential step in helping these organisations safeguard the children that they work with. Even if an organisation has an informal culture or a coach is highly recommended it is essential that everyone is recruited to the same high standard. As you start this process, don't forget the criteria for success for Safeguard 6:

- Develop a recruitment process that includes an interview, references and a background check in line with local legislation and realistic to your context (formal discussions within the community may be an option if a background check is not possible). Interviews should be formally conducted with clear questions that discuss people's values and safeguarding experience as well as technical skills. References should specifically ask about how people behave with children and whether concerns have been raised about their previous conduct
- Develop job descriptions which contain statements about treating people with dignity and respect and identify people's role in relation to safeguarding. Even if a role is not specifically about safeguarding, it makes it clear that safeguarding and protecting children is everyone's responsibility
- Develop or identify appropriate safeguarding training. As part of the interview and induction process explore what safeguarding training people have already completed and where they would need further training. Where a person is taking on a specific safeguarding role they need particular training on how to manage concerns. Include behaviour guidelines/codes of conduct in the induction process to ensure people know what you expect from the start
- Consult children, parents/carers and staff as you develop the processes. Children can be very actively involved in recruitment processes including designing interview questions and sitting on the interview panel

"For us it's not about coming in and saying well you must do this, instead we are working in partnership. Our model is not one of pouring information into people's heads. We consciously seek to encourage participatory learning. That leads to value judgements about a safe learning environment."

Executive  
Coaches Across Continents



## Step 04

### Implementing your processes

Having processes for recruiting, training and communicating with staff and volunteers is not the end of the journey. If there is limited use of these processes then it will have little impact. Once processes have been developed, you need to make sure they are officially adopted by the organisations you support or govern, that everyone is aware of them, and that they are making a real difference to the work of these organisations.

Don't forget the criteria for success for Safeguard 6:

- The recruitment process includes an interview, references and a background check in line with local legislation
- Job descriptions identify people's role in relation to safeguarding
- Everyone has been trained on safeguarding
- Everyone with responsibilities for safeguarding has access to regular training and support (e.g., having a mentor)
- Staff at the highest level have the responsibility to oversee implementation
- Your organisation consults with children, parents/carers and staff as part of the on-going review of your processes

"We are a democratic, volunteer governance based structure. So we do not actually get to make the rules, our membership does. We receive feedback, good and bad, in terms of what we really need to address. We collect all of this information and then annually we put any proposed changes to our volunteer governance structure. We are then able to say that these changes came from our members over the year."

Director  
National Governing Body  
North America



## Step 05

### Embedding your processes

You can work to embed your processes for recruiting, training and communicating with staff and volunteers by checking that:

- People are using the recruitment process for example; candidates have background checks
- People are receiving appropriate training. This should be monitored with every member of staff and volunteer, to ensure your organisation is responding to people's training needs as these evolve
- There is ongoing communication about any safeguarding issues which is appropriate to people's roles. As your staff/volunteers become more aware through training you should see an increase in reporting of concerns and over time an increase in confidence in managing these concerns

And don't forget to review your processes regularly. These can be embedded in other procedures such as annual appraisals or staff meetings.

"One way in which we really got buy in from our members was through adjusting our safeguards based on feedback from our members. So we underline the fact that we put this out based on research and expertise on what we understand to be the best practices but we are not on the ground every day and so you guys tell us what is and what is not working. We have been able to show that we are really listening to them by updating and adjusting the safeguards."

Director  
National Governing Body  
North America

Genuinely listening to the organisations that you support or govern will help to embed effective communication within your partnership.



## Safeguard 07

### Working with partners





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## Safeguard 07

### Working with partners

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**What** – Action taken by the organisation to influence and promote safeguarding children by partner organisations. ‘Partner’ refers to organisations such as funders, grantees, delivery partners and sponsors)

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**Why** – A number of sports organisations have a strategic and a delivery role in relation to children. The organisations can provide or signpost safeguarding support and resources including the International Safeguards for Children in Sport and other supporting resources

The self-audit will help you to identify if you have this:

**C:** not in place (go to Step 03)

**B:** partially in place (go to Step 04)

**A:** in place (go to Step 05)

## Step 03

### Developing your way of working with partners

Your organisation will work with partners to deliver your programmes and you will also have partners you work with in your community. It is important to include safeguarding within these relationships. As you start this process, don't forget the criteria for success for Safeguard 7 when thinking about your partners:

- Develop a partnership agreement that explains your joint expectations around safeguarding and references your safeguarding policy. It's important to be very clear about which party is responsible for different parts of safeguarding. For example, what are your expectations around safe recruitment or behaviour guidelines and how will this be agreed between you and your partners? You need to be very clear about how concerns should be reported and managed and how information about concerns will be shared between your organisations in the interests of protecting children from harm.

- Identify ways to share learning and written guidance about safeguarding children (e.g., the International Safeguards). This will help with consistency around safeguarding practice across all of the local organisations.
- Identify ways to publicise information about your policy to your community, partners and members and work to sensitise them about the importance of safeguarding. Think about paper and online methods of promotion and making your information accessible to diverse groups.

The following will help you to develop this Safeguard:

- Who are your partners?
- What relationships do you have with them? (e.g., funder, delivery partner)
- What safeguards do they have in place?
- What are the gaps?
- How can you use your relationship to influence and support them to work towards improving safeguarding?

Not all partners will have all of their safeguarding processes in place. This doesn't mean you can't work with them; it provides a good opportunity to share good practice. However, you will need to set expectations of what they will need to put in place and by when.

Coaches Across Continents (CAC) have developed processes for working with partners. Similar to the process of hiring staff, partners also go through a recruitment process to initiate the relationship. Partners fill in an application form. CAC's Education Strategist said: *"We select partners based on their desire to work the way we want to work, we make sure to get attitudinal, not just contractual agreement before we start the partnership."*

Expectations can then be clarified: *"We require our partners to provide a written statement to commit to our policies before we enter into partnership. This ensures that they are facing in the same direction as the principles that we have for our whole programme."*

## Step 04

### Implementing safeguarding in your partnerships

Once you have developed your approach to working with partners, you need to make sure it is officially adopted by your organisation, that everyone is aware of it, and that it is making a real difference to the work of your organisation.

Don't forget the criteria for success for Safeguard 7:

- You use partnership agreements that explain your joint expectations around safeguarding and references your safeguarding policy
- You share learning and written guidance about safeguarding children (e.g., the International Safeguards)
- You publicise information about your policy to your community, partners and members and work to sensitise them about the importance of safeguarding

If you identify safeguarding issues with a partner, you may be able to resolve the situation through negotiation, building capacity or by ending the partnership.

#### Negotiation:

"In one of the countries we work in, corporal punishment is widely used in schools. We struggled with partnering with a school who would do that. We had parents asking us to use corporal punishment because this is how they believe that their children learn discipline. We discussed this with the Principle to see how we could reconcile the policies. Without the partnership we would lose access to the kids but we would not go against our own policy."

Coach  
Sport for Development  
Organisation  
Africa

#### Building capacity:

"We approached the organizers of the Games and they were very excited regarding the possibility of working with us. We worked together as a team as opposed to us telling them what to do. We provided the safeguarding content and then they adapted it to suit their situation."

Event Organiser  
Africa

#### Ending the partnership:

"We make sure the environment adheres to the standards we want and we have to make sure they know why. If things are not up to the standard we make recommendations for the next time, and if they are not applied then we won't work with them again."

Head of Safeguarding  
Elite Sports Club  
Europe



## Step 05

### Embedding safeguarding in your partnerships

You can embed your partnerships by checking that:

- People and your partners are still aware of the expectations
- People understand what the partnership means for them
- You are sharing learning and resources on safeguarding
- Your community is sensitised about the importance of safeguarding

And don't forget to review your partnerships regularly.

It is key to ensure that you consider how you will maintain your partnerships and that appropriate time and resources are allocated to help with this:

Develop long-term partnerships:  
“We have learned to keep things simple to start with. We then allow time and resources for a long-term engagement and this is critical. We make sure that the expectations are practical and realistic for our partners and that these are regularly reviewed.”  
Development Manager  
Sport for Development  
Organisation  
Africa



Right to Play  
2015 Mubende Uganda

## Safeguard 08

### Monitoring and evaluating



## Safeguard 08

### Monitoring and evaluating

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**What** – The on-going monitoring of the effectiveness of each of the other Safeguards through involving all relevant groups, including children.

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**Why** – Organisations need to know whether safeguarding is effective and where improvements and adaptations are needed, or recognise patterns of risk.

The self-audit will help you to identify if you have this:

**C:** not in place (go to Step 03)

**B:** partially in place (go to Step 04)

**A:** in place (go to Step 05)

## Step 03

### Developing your monitoring and evaluation

Collecting information regarding your Safeguards is important as it will help to monitor their use, evaluate their impact as well as to inform your future plans to safeguard children.

As you start this process, don't forget the criteria for success for Safeguard 8:

- Develop systems to monitor and evaluate your work with respect to each of the 8 Safeguards
- Consult children, parents/ carers and staff as you develop the systems

The following process may help you:

1. Identify an individual or group to develop your system. Knowledge of safeguarding as well as having skills and experience of monitoring and evaluation would be helpful. This could be someone independent to your organisation.
2. Identify the data which is currently available relevant to each Safeguard
3. Identify the additional data which needs to be collected for each Safeguard
4. Develop a draft and invite feedback from everyone including children
5. Create the final version based on the feedback

"We needed to integrate this with our other monitoring work so that we have a baseline and it is part of the process. You cannot make people think that this is extra."  
National Governing Body Europe



## Step 04

### Implementing your monitoring and evaluation

Once you have developed your system for monitoring and evaluation, it is important to collect and use this information. It can help to show where things are working well and inform your plans for future work. It is important for you to identify and celebrate successes as well as to highlight gaps.

Don't forget the criteria for success for Safeguard 8:

- You have systems to monitor and evaluate your work with respect to each of the 8 Safeguards and this is overseen by staff at the highest level
- Consult children, parents/ carers and staff as you review your systems

This table will help you to think about the different questions you can ask. You could do this through a survey, group discussions, interviews or social media. The most effective method will depend on your context.

Safeguards	Possible questions
Policy	Do you know about the safeguarding policy and what it means for you?
Responding to concerns	Would you know what to do if you had a concern? How many cases have been reported this year? What types of cases have been reported?
Advice and support	Do you feel supported in your safeguarding role?
Minimising risk	Do you know about the procedures to minimise risk in your role?
Guidelines	Do you know about the guidelines on behaviour and do people follow them?
Recruiting, Training and Communicating	Have all new staff received a background check? How many people have been trained in safeguarding this year?
Partners	Are your partners meeting your safeguarding expectations?

## Step 04

### Implementing your monitoring and evaluation

“One challenge is that when we gave the Self-Audit tool to our federations, there were cases in which they would rate themselves as having safeguards in place when we know that this is not the case. It is difficult to encourage people to be honest as they may wish to show their organisation in a positive light. We turned this around by emphasizing that this is about self-awareness, knowing where you are and where you will make progress.”

Director  
International Sports Federation



Women Win, Moving  
the Goal Posts,  
Kilifi, Kenya

Step 05

# Embedding your policy

Monitoring and Evaluation should be seen as an on-going task. As highlighted throughout this guide, safeguarding is a journey and not a destination. You can complete the self-audit each year which will help you to identify progress and areas for future work.

Don't forget the criteria for success for Safeguard 8:

- You have systems to monitor and evaluate your work with respect to each of the 8 Safeguards
- Consult children, parents/ carers and staff as you review your systems

The Caribbean Sport and Development Agency use data from a range of different sources to monitor progress towards the International Safeguards.

- Feedback from safeguarding workshops
- Records of reported safeguarding cases

Data collected through SafeStamp.

Feedback from the supported organisations:

"We didn't really think about safeguarding, but now we are so much more aware"

"They have encouraged us, and help us with funding or forums like this"

"They helped us to set up a child protection policy and generally helped to build our organisation, I'm not sure what we would have done without them"

The on-going nature of this monitoring and evaluation helps to identify trends, areas of success and areas which will be targeted through the development and implementation of future safeguarding strategies.

	Pillar	Description
CHILDREN	Cultural sensitivity	Have you adapted the Safeguards to your context?
	Holistic	Are the Safeguards integrated into everything you do?
	Incentives	Are there clear reasons for people to work towards the Safeguards?
		Leadership
	Dynamic	Do the leaders in your organisation publicly support the Safeguards?
	Resources	Are you reviewing your Safeguards on a regular basis?
	Engaging stakeholders	Are you effectively using the available resources to help you work towards the Safeguards?
	Networks	Are you working effectively with all of the groups in your organisation?
		Are you building relationships with organisations who can help you work towards the Safeguards?







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