



# CHILD SAFEGUARDING TOOLKIT FOR UEFA MEMBER ASSOCIATIONS







## Foreword

### Vision and commitment

UEFA's vision is for European football to be a safe, positive and enjoyable environment for everyone, irrespective of their age, gender, sexual orientation, ethnicity and social background, religion, level of ability and level of involvement with the game. And this is all the more important when it comes to children, as they are so vulnerable.

UEFA has an unwavering commitment to strengthen the protection of children in sport, particularly in football.

This commitment was highlighted by the UEFA president in his address to the 41st ordinary UEFA Congress in Helsinki in February 2017:

*"Tens of millions of children play football on our continent every weekend. It is our duty to keep them safe. Following the recent exposure of sexual abuse of minors, we cannot shut our eyes. We are parents. And the victims are not just children. They are OUR children."* Aleksander Čeferin

One of our key undertakings in relation to this is to promote the rights of the child (1989 United Nations Convention on the Rights of The Child and the Charter of Fundamental Rights of the European Union).

### Strategy

As the European governing body for football, UEFA's strategy for the period between 2019 and 2024 is to uphold the high standards that are to be expected of us. This strategy is based on four main pillars: keeping football first, trust, competitiveness and prosperity.

Every day, millions of youngsters take part in sporting activities throughout Europe. We reaffirm our commitment to the safe participation of girls and boys, at all level of the game.

Through its policies, practices and procedures, UEFA advocates preventive measures, to mitigate the risks, and responsible actions, to ensure that any incidents are dealt with effectively.

The child safeguarding policy is the result of extensive consultation with UEFA member associations and experts, and forms part of a wider safeguarding approach, including training. Together with this toolkit, it constitutes an important instrument for identi-

ifying risks and helping to prevent or minimise the chances of harm occurring, as well as taking responsive action to ensure that any incidents are handled appropriately.

While we seek to embed the notion of safeguarding in everything we do, our aim is to empower the football community to be proactive. We recognise that many national associations have already introduced good policies, procedures and training, and commend them for doing so.

We intend this toolkit to be a living document that we will update regularly to reflect the feedback and practical experience of our members. We will continue to support our member associations in their efforts, to ensure safeguarding becomes a part of the footballing ethos.

**Theodore Theodoridis**

UEFA General Secretary



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## Introduction

*Welcome to the Child Safeguarding Toolkit for UEFA member associations (and affiliates). This document and accompanying resources, including training and communications materials, have been designed to help national associations take measures to protect and safeguard children from abuse and respond to any concerns.*

*The toolkit recognises that many national associations have already introduced good policies, procedures and training, and builds on extensive consultation with national associations and experts. It is a living document that UEFA will update regularly based on the feedback and practical experience of its members as they are led through the process of implementing child safeguarding.*

**UEFA defines child safeguarding** as “the organisation’s responsibility to ensure that football is a safe, positive and enjoyable experience for all children and that all children are kept safe from harm (including abuse) when involved in football, in all capacities and at all levels” (UEFA Child Safeguarding Policy, 2019).

Child safeguarding is an umbrella term encompassing both **preventative actions** to minimise the chances of harm occurring and **responsive actions** to ensure that, when concerns do arise, they are handled appropriately. It responds to the need to take into account the best interests of the child in every action relating to children involved in football (e.g. decisions, conduct, training, services and programmes) and to act in accordance with international standards and national legislation, in particular where suspected cases of abuse may amount to criminal offences.

According to the UN Convention on the Rights of the Child 1989, a child is anyone under the age of 18 years. This definition is also used by UEFA.

Although cases of child sexual abuse in football have come to light, sexual abuse is not the only form of abuse that violates children’s right to protection.

For more information see [Info sheet: Definitions of abuse and harm. Recognising signs and symptoms](#) on page 13 and [Info sheet: Abuse in football](#) on page 19.



## Our approach to safeguarding

### Safeguarding must be practical

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Safeguarding is more than procedures and policies; it is a mindset of ensuring that children are safe and can take part in football in an inclusive environment free from all forms of abuse and harm.

Proactive efforts by UEFA and its member associations will not only enhance children's enjoyment of football and their performance, but also set the foundations to safeguard everyone involved in the game.

The toolkit acknowledges that many UEFA member associations have already introduced good policies, procedures and training. UEFA also recognises that many national associations (and affiliates) may have already developed their procedures and policies to a level that goes beyond the suggestions in this toolkit. This is often the case where national legislation sets out requirements for safeguarding/protection.

The content of this toolkit was developed in consultation with UEFA national associations and experts and identifies what UEFA considers to be the most important actions to ensure that children and their best interests are adequately protected. While UEFA does not control the day-to-day operations of its member associations or their affiliated organisations and clubs, which are independently organised, this toolkit sets minimum child safeguarding requirements for all members.

### Safeguarding must be contextual

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Safeguarding is contextual – procedures and policies need to be adapted to the situation at hand. The toolkit's templates and guidance are intended to help national associations (and affiliates) develop their own policies, procedures and good practices. Safeguarding might be described differently in your country; it is important to check with local experts and understand what laws apply to your work with children. For example, there may be laws against physical abuse, or corporal punishment, or regarding which agencies/organisations must be involved in cases of suspected abuse.

Developing measures to safeguard children requires cooperation with different sectors such as education, health, social services, justice and law enforcement. There also needs to be engagement with various parties, including schools and clubs, families, physicians, coaches, teachers, sports officials and peers, which must be done in accordance with national legislation.





## Safeguarding is a team effort

One important measure is the appointment of a child safeguarding focal point, which might be referred to by another name, such as child welfare officer, protection officer, safeguarding officer or champion. The child safeguarding focal point will act as a point of reference and as a coordinator, but is not responsible for doing everything! Every adult involved in football has a responsibility to ensure that the game is safe and fun for children.

A vital role of the child safeguarding focal point is working closely with key internal and external partners to develop and implement safeguarding procedures, especially procedures for responding to suspected cases of abuse.

Further details can be found in [Guidance note: Role and responsibilities of child safeguarding focal point](#) on page 49.

## Safeguarding has five goals

Our approach to safeguarding is based on five goals.

### GOAL 1: Laying the foundation for safeguarding

This includes providing definitions of child, safeguarding, and abuse or harm, as well as clear policy statements/commitments to safeguarding.

### GOAL 2: Ensuring organisational preparedness and prevention

This includes establishing procedures and practices that will help to prevent situations of abuse.

### GOAL 3: Raising awareness

This includes making sure that safeguarding measures are implemented and do not remain on a shelf. Efforts include awareness raising, training and communication. Communication and education are essential to ensure understanding of safeguarding measures and principles and what they mean for everyone in football.

### GOAL 4: Working with others and reporting concerns

This includes responding to concerns if they arise and establishing how outside agencies should be involved in efforts to protect children.

### GOAL 5: Measuring success in safeguarding

This includes monitoring progress and identifying good practices to share with others working in football.

## Getting started

### Is the toolkit only for national associations (and affiliates) working with children?

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We advocate that all stakeholders and other football-related organisations work towards keeping children safe.

Child safeguarding procedures are not only necessary where there is direct contact with children (for example, there is a young player team), since teams and organisations can also come into contact with children in less direct ways, such as if they use facilities shared with children. Also, although UEFA's safeguarding efforts are directed at football, the information and ideas adults will gain may help them recognise and respond to situations of child abuse they may encounter in other contexts.

### Phasing in safeguarding – developing an action plan

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We recommend you start the process by completing the [Self-evaluation form](#) on page 23. Doing this will identify what is already being done (which may be a surprise!) and help prioritise key actions.

The safeguarding actions have been categorised into three levels – bronze, silver and gold. There are slightly different requirements for each level, to take into consideration the generally lower resources of grassroots organisations. Details of the levels and the actions required at each of them can be found in the [Action plan and progress form](#) on page 91.

Ideally, every club/association should work towards achieving the gold level, though this may be difficult for some smaller organisations to afford. Even where organisations have resources, it can be difficult to introduce changes immediately. For this reason, we suggest you work in phases – try to achieve all the bronze actions first before moving on to silver and then gold.

After completing the self-evaluation form, organisations can compare their results with the action plan and progress form to prioritise the most important steps and identify how these will be achieved and by whom/when, taking into account their resources and local context. We recommend having a team develop the action plan to foster a shared sense of ownership. Working in a team can also help to generate other ideas/solutions.



## Monitoring progress and recognising achievements

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Developing an action plan is not enough; progress must be evaluated to see if the objectives have been achieved and to guide future management decisions. It is important to regularly review the action plan, preferably at least quarterly, and to formally review progress yearly. At this time, a new action plan can be developed to identify new steps.

## Resources

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All the materials developed for the toolkit relate to safeguarding actions and contain notes and guidelines to explain their use. Other resources, such as safeguarding training and communication materials, can be found at [www.uefa-safeguarding.eu](http://www.uefa-safeguarding.eu).



# GOAL

# 1

Laying the foundations  
for safeguarding







*All those involved in football need to know what safeguarding means, why it is important and what needs to be done to protect children.*

Goal 1 focuses on the importance of having a clear, shared understanding of child safeguarding in a football environment. The measures need to be rooted in a collective vision at association or club level and recognise the benefit that football can bring to children's lives, while acknowledging that there are risks whenever children take part in sports.

Safeguarding is underpinned by an awareness of the signs of potential abuse and the specifics of football that can make children vulnerable. So, besides covering important elements of safeguarding, such as a template policy, technical advice includes exploring the various categories of abuse.



## 1.1 Info sheet: Definitions of abuse and harm. Recognising signs and symptoms

*Most children benefit greatly from their involvement in games. Nevertheless, in football, as in any other sport, children may be abused or harmed, irrespective of their age, gender, race, culture, religion, ability or sexual orientation.*

*Although football child abuse scandals reported in the press have focused on sexual abuse, it is important to understand that this is not the only form of abuse that children may experience.*

*This information sheet sets out the different types of abuse and gives examples of how they might be recognised in a football setting. It also outlines some signs that may indicate a child is experiencing abuse.*

**REMEMBER:** Each country has its own laws relating to child abuse, including definitions of abuse. The types included in this sheet are commonly recognised internationally and are included for general guidance.

For tournaments and matches taking place abroad, it is important to check local laws on child abuse, as any safeguarding actions must be legal in the country where they are taken.



## Categories/types of abuse

There are four main categories of child abuse.

### Physical abuse

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Physical abuse is often the most easily recognised form. Physical abuse can be, but is not limited to, any kind of hitting, shaking, burning, pinching, biting, choking, throwing, beating or other action that causes physical injury, leaves marks or causes pain.

#### **Examples in football:**

- Slapping a child because they are provocative, not listening or disturbing the training
- Forcing a child with an injury to play
- Encouraging children to deliberately play aggressively, without regard to the risk of injury to themselves or others

### Sexual abuse

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Sexual abuse is any type of sexual contact between an adult and anyone younger than 18 years old; between a significantly older child and a younger child; or if one person overpowers another, regardless of age. It is also abusive to take indecent photos of children, involve children in watching sexual images or activities, or encourage children to behave in sexually inappropriate ways. Making unwanted comments, particularly those that are sexual in nature, is also a form of sexual abuse, often called sexual harassment. Even if someone under 18 years old consents to a sexual relationship, this is still considered sexual abuse.

#### **Examples in football:**

- Taking photos of children naked while they are showering
- Starting a sexual relationship with a player
- Commenting on how 'well developed' a girl football player is physically
- Requiring abnormal physical contact claiming it is for the well-being of the player



## Emotional, psychological or verbal abuse

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Emotional abuse happens when a significant adult in a child's life constantly criticises, threatens or dismisses them until their self-esteem and feelings of self-worth are damaged. Always joking about someone can also be abusive.

It is not that children should not be criticised, or that jokes should not be made. Criticism is important for children to learn and improve. Similarly, jokes and laughter help form bonds between people and can create a sense of team spirit. However, the difference is that emotional abuse goes too far. Criticism stops being motivational, and jokes are not funny. Emotional abuse can hurt and cause damage, just as physical abuse does.

### Examples in football:

- Shouting at a child and constantly calling them a 'loser' for not performing well during a match or for missing a penalty
- Constantly laughing at a child, and encouraging other players to laugh, if a child is unfit
- Showing favouritism in the team so that some children feel excluded

## Neglect

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Neglect occurs when an adult does not provide enough emotional support or deliberately and consistently pays very little or no attention to a child. Neglect also occurs when a child is not given adequate food, housing, clothes, medical care or supervision.

There are other forms of abuse, such as discrimination, exploitation and violence, but these fall under the four main categories of abuse.

### Examples in football:

- Not being aware of where children are during football summer camps or away trips
- Not providing water, or allowing children to break for water, in hot weather during training
- Using transport that is not safe and roadworthy to take children to matches

## Bullying

Although abuse is typically thought of as being something that an adult does to a child, peers can also perpetrate abuse. Child-to-child abuse is often called 'bullying'.

Bullying can take many forms. It can include physical acts such as hitting; online activity, such as abusive messages, comments or images posted on social media; damage or theft of property; and name calling. Bullying may be based on someone's gender, ethnicity, sexuality or disability; or their sporting ability.

Adults sometimes try to minimise bullying, thinking it is less serious because it occurs between children. However, bullying can and does cause harm. It also tends to get progressively worse. For this reason, it is important to create an atmosphere where everyone knows that bullying is not tolerated, and to stop it as soon as it starts.

## Recognising signs and symptoms of abuse

Recognising abuse is not always easy. Occasionally, the abuse is witnessed or disclosed, i.e. the child or another child/adult reports it. More often, there are 'clues' – signs that something may be wrong. This does not necessarily mean that something IS wrong, but they are indications and should be followed up.



**Typical signs include the following:**

<b>When children:</b>	<b>When adults, such as club staff and parents:</b>
<ul style="list-style-type: none"><li>· have unexplained physical injuries, including bruises and wounds, such as cigarette burns, or signs of self-harm, such as scars from cutting, or pain when walking;</li><li>· have unexplained/constant illnesses, e.g. stomach upsets, difficulty eating;</li><li>· suddenly change behaviour or mood, such as becoming aggressive, withdrawn or shyer;</li><li>· avoid certain situations or people;</li><li>· become very secretive, e.g. stop sharing what is happening in their lives or suddenly stop talking when adults walk in;</li><li>· constantly put themselves down, e.g. say that they are worthless, or useless;</li><li>· seem to be isolated/do not mix with others in the team;</li><li>· attempt suicide;</li><li>· say they or their teammates are being abused or harmed.</li></ul>	<ul style="list-style-type: none"><li>· seem to single out one or more children for 'special treatment', either as favourites or for punishment;</li><li>· seem to care more about the result, than if the child is happy and having fun;</li><li>· are negative and critical about a child;</li><li>· use language that is not appropriate, e.g. discuss girls' physical appearance in a sexual way;</li><li>· do not respect children's privacy, e.g. in changing rooms;</li><li>· are not concerned about the children, what they are doing or where they are;</li><li>· do not abide by guidelines and codes of conduct;</li><li>· say they have seen a child being abused or harmed or are concerned about a situation.</li></ul>



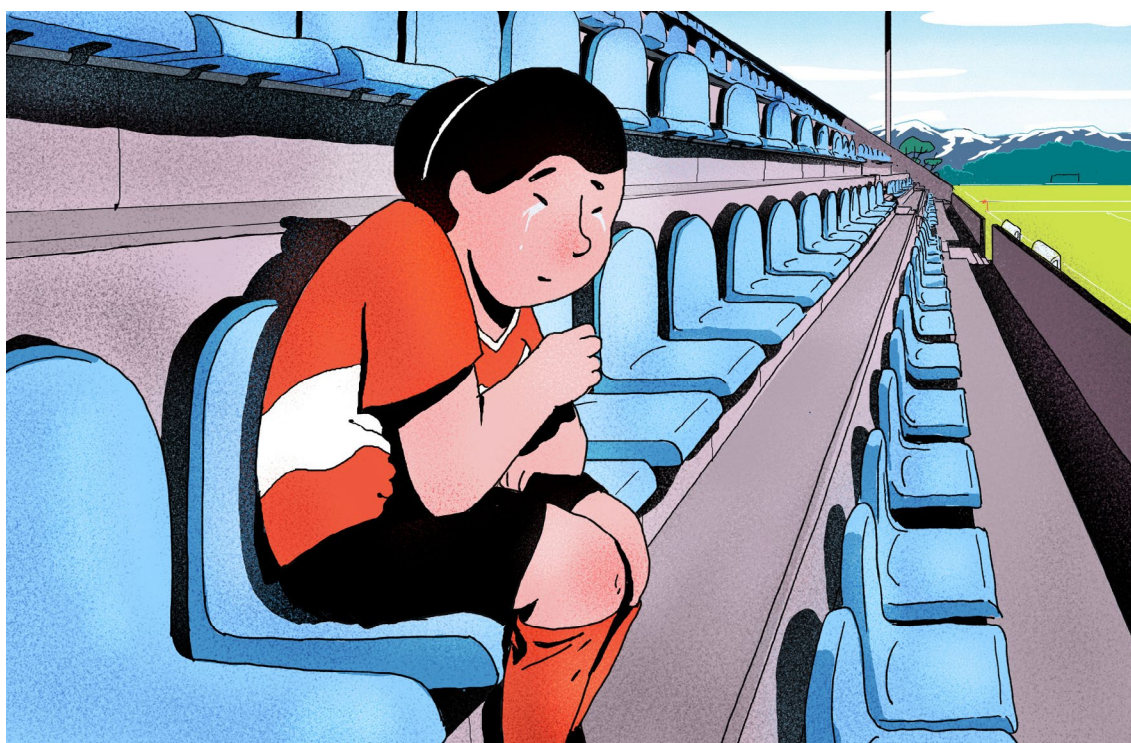


## 1.2 Info sheet: Abuse in football

Children benefit from sport and physical activity, and football is no exception. Football provides mental and physical benefits. Such benefits include strength, endurance and flexibility, as well as improved self-esteem, problem-solving and leadership. Important values and life skills are learnt through football, such as fair play, teamwork and commitment. Through football, children can make friends, develop a social group, have fun and keep fit. A love of football developed in childhood can lead to lifelong enjoyment of the game.

To achieve any of this, football must be a positive and enjoyable experience for the children and teenagers who play. Abuse and harm can occur anywhere, both within and outside the family and club/organisation. Children may be harmed or abused by professionals, volunteers, carers, family members and other children.

Children can be harmed in many ways, and often experience more than one type of abuse. There are some specific situations and types of harm that are more likely to occur in football. Recognising these situations can help make sure football is a positive experience for all children, regardless of age, gender, race, religion, sexual orientation, legal status (such as being a refugee or immigrant) or ability.



## Injuries

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Nearly every sport involves some risk of physical injury. However, the pressure to perform can mean that children are pushed beyond what is reasonable or appropriate for their age and ability, or that they are encouraged to play when injured, causing further damage.

## Performance pressure

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Winning is an important part of football. However, pushing children to perform can be harmful both psychologically and physically. Sometimes this performance pressure can come from adults, but it can also come from the child or their peers. For children, performance should never be at the expense of enjoyment.

## Physical care

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Physical abuse is often the most easily recognised form of abuse. Physical abuse can be any kind of hitting, shaking, burning, pinching, biting, choking, throwing, beating or other action that causes physical injury, leaves marks or causes pain.

Certain settings, such as changing rooms, showers and close contact during physiotherapy, make children especially vulnerable. These settings can provide opportunities for individuals who wish to sexually abuse a child. As a rule, children's privacy should be respected. If medical or intimate care or treatment is provided, children should be entitled to have another child or adult of their choice present.

## Overnight stays/away trips

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Overnight stays, for example in the context of away matches or training camps, can provide opportunities for those who wish to sexually harm children. Enough adults must always be present to ensure proper supervision. At least two adults should always be present when working with children to avoid children going missing or being left in dangerous situations. Another factor to consider is whether transport arrangements are safe, for example, that vehicles are roadworthy.

## Close relationships

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The relationship between a child and their coach or other support staff, such as physiotherapists and doctors, is important and can be beneficial. Many children develop close and trusting relationships, especially with their coach, who can be a significant person in their life, especially if they don't have good relationships with other adults.





However, these close relationships can also provide an opportunity for children to be harmed. The child may want to please the adult, or the adult may be a person of trust and power whose integrity no one would question.

Keeping children safe in football means that no one is 'above suspicion'. That does not mean everyone is a suspect; it is about ensuring that everyone involved – children, parents and adults – are held to the same standards of behaviour and conduct.

### Team culture

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Being part of a team, and the sense of belonging that comes with it, can be very beneficial for children's self-esteem and self-worth.

The team culture is key to the child's learning experience. This culture is created by the players but is highly influenced by the coach. For example, if the coach makes it known that everyone is respected and bullying is not tolerated, the team culture is much more likely to be welcoming and positive. Conversely, if the coach shows that they value winning over taking part, players may start to blame and isolate children who they believe are letting the side down.

Additionally, children may think that some players do not 'fit' the team, perhaps due to their background or characteristics.

A hierarchy may develop with older or more powerful children holding influence over other children. This can be positive but can equally be negative and lead to bullying, including 'hazing', which children are expected to tolerate to gain acceptance by the team.





## 1.3 Self-evaluation form

*This form can be used to evaluate progress on implementing safeguarding procedures and processes. It is not an audit and should ideally be completed by the child safeguarding focal point, together with other club/organisation staff members. The form can be used in the development of an action plan to improve safeguarding practices and monitor progress.*

Self-evaluation form		Date form completed: _____				
Action	In place/ met	Partly met	Not met	N/A	Comments – give reasons. If action not applicable (N/A), say why	
<b>CHILD SAFEGUARDING POLICY (CSP)</b>						
Organisational commitment to safeguard children in all aspects of your organisation's work						
Child safeguarding policy signed off and approved by the highest level of your organisation						
Child safeguarding policy includes reference to principles, legislation and guidance that underpin the policy, e.g. definitions of abuse						
Child safeguarding policy is clearly written, easy to understand, and produced in different formats, e.g. for children, parents						
<b>CHILD SAFEGUARDING FOCAL POINT (CSFP)</b>						
An identified member of staff in your organisation is responsible for taking the lead on child safeguarding (child safeguarding focal point)						
The CSFP is trained						
The CSFP's contact details are available for children, teenagers and anyone else seeking guidance on what action to take if there are concerns about a child's safety or well-being, both within and outside the organisation						
<b>RECRUITMENT AND TRAINING, BEHAVIOUR</b>						
Safer recruitment/employment checks procedure						
Safer recruitment/employment checks conducted in line with procedures						
Training/orientation on child safeguarding and CSP provided to all staff, volunteers and other relevant people						

Action	In place/ met	Partly met	Not met	N/A	Comments – give reasons. If action not applicable (N/A), say why
Regular training on special responsibilities in safeguarding					
Update/refresher training provided for all staff/volunteers on child safeguarding and CSP					
Written guidelines for behaviour (codes of conduct) containing statements about treating people with respect, as well as guidance and statements on expectations for keeping children and teenagers safe during football activities, which all staff are expected to familiarise themselves with and comply with					
<b>ENGAGEMENT WITH CHILDREN AND PARENTS</b>					
Child safeguarding orientation/training provided for children					
Child safeguarding orientation/training provided for parents					
Awareness-raising materials on child safeguarding produced in child-friendly formats					
Code of conduct for parents signed by parents					
Code of behaviour developed and signed by children					
Children and parents know how to contact CSFP					
<b>ENGAGEMENT WITH PARTNERS AND SUPPLIERS</b>					
CSP policy is an integral part of any partnership/membership/supplier agreements					
Awareness-raising/training provided for partners and suppliers					
<b>WORKING SAFELY</b>					
Risk assessment conducted for activities					
Clear process for cancelling activities where not safe, e.g. when should be done					
Consent forms signed by parents and children					
Procedure/policy regarding supervision and overnight trips					
Procedure/policy regarding use of technology and social media					
Procedure/policy regarding changing rooms, treatment, etc.					
Procedure/policy for media					



Action	In place/ met	Partly met	Not met	N/A	Comments – <i>give reasons.</i> <i>If action not applicable (N/A), say why</i>
<b>RESPONDING TO CONCERNS AND WORKING WITH OTHERS</b>					
Clear procedures that provide guidance on what action to take if there are concerns about a child's safety or well-being, both within and outside the organisation, e.g. how/when to escalate a concern, cf. referral flowchart					
Contacts are established at a national and local level with relevant child protection agencies and NGOs providing safeguarding support and advice as needed					
Names and contact details of child protection agencies, police and other organisations are available to report cases					
Coordination/agreement with agencies regarding reporting procedures					
Reports of concerns/all referrals are recorded and stored securely					
Follow-up of cases referred undertaken/ ongoing liaison					
<b>MONITORING EFFECTIVENESS</b>					
Action plan for embedding child safeguarding in your organisation developed and agreed					
Action plan for improving child safeguarding in your organisation regularly reviewed and updated					
Child safeguarding actions reviewed (self-evaluated) regularly					
Lessons learned from child safeguarding incidents fed into revised procedures and processes					
Outside/independent evaluation of child safeguarding procedures and processes					



# GOAL

# 2

Ensuring organisational  
preparedness and prevention







*Safeguarding children starts with prevention. Associations/clubs need to be prepared to protect children and have processes and procedures in place to prevent harm, whether deliberate or accidental.*

Goal 2 focuses on identifying key procedures and practices that help to reduce the likelihood of children being harmed in a football environment. This includes making sure that those who work with children, both as staff and volunteers, are reliable; there are clear codes of conduct so that expected behaviours are explicit and everyone knows what is acceptable; and there are procedures for ensuring that overnight trips, changing rooms and activities are properly organised and supervised.

Efforts to safeguard children and introduce preventative measures start with exploring what is already being done, in order to develop a plan for introducing protocols and procedures. The [Self-evaluation form](#) on page 23 will help organisations identify their current practices and plan for being a child-safe club/association.



## 2.1 Template: Child safeguarding policy for national associations

*This template policy forms part of a toolkit developed by UEFA, in our efforts to support UEFA member associations in actions to safeguarding children.*

*It is part of UEFA's overall commitment to safeguarding children and will be supplemented with further guidance, templates, knowledge-sharing and training to support member associations in developing their own safeguarding policies, procedures and good practices.*

### Child safeguarding policy

(Name of national association)

(Date of policy)

#### Introduction

This child safeguarding policy has been developed by [NAME OF YOUR ASSOCIATION] as a sign of our commitment to ensuring that football is both fun and safe for all children to participate in, irrespective of their age, ability or level of involvement.

The policy is centred around five goals, or areas for action that should underpin each national association's work to prevent any risk of harm to children in football and to appropriately respond.

While the child safeguarding policy aims to be comprehensive, given the diverse range of settings and levels at which football is organised and played, it is likely that there may be circumstances that are not covered or where there is question about the application of the policy. In such situations, the spirit of the policy should guide any actions, with the basis of these being the children's best interests.

#### The five goals

GOAL 1: Laying the foundations for safeguarding

GOAL 2: Ensuring organisational preparedness and prevention

GOAL 3: Raising awareness

GOAL 4: Working with others and reporting concerns

GOAL 5: Measuring success in safeguarding

## GOAL 1: Laying the foundations for safeguarding

### 1.1 Accountability

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- 1.1.1 Safeguarding is everyone's responsibility.
- 1.1.2 Everyone who works for or on behalf of [NAME OF YOUR ORGANISATION], at whatever level and in whatever capacity, should acknowledge their duty to safeguard and promote children's welfare and interests, as well as their responsibility to take appropriate steps to implement this policy.

### 1.2 Definition of safeguarding

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- 1.2.1 For the purposes of the child safeguarding policy, safeguarding is defined as the organisation's responsibility to ensure that football is a safe, positive and enjoyable experience for all children and that all children are kept safe from harm (including abuse) when involved in football, in all capacities and at all levels.
- 1.2.2 Child safeguarding includes both preventive actions to minimise the chances of harm occurring and responsive actions aimed at ensuring that, if concerns arise, they are handled appropriately. This reflects the need to promote children's interests and comply with both international standards and domestic legislation, particularly about concerns relating to potentially criminal acts.
- 1.2.3 For the purposes of this safeguarding policy, and in line with the UN Convention on the Rights of the Child of 1989, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

### 1.3 What is meant by harm and abuse?

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- 1.3.1 Everyone who works for and on behalf of [NAME OF YOUR ORGANISATION], at whatever level and in whatever capacity, should be aware that abuse, harm and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- 1.3.2 Harm can occur in many ways and generally means that the safety and well-being of a child is being compromised. This may be because someone is deliberately choosing to misuse their authority or trust and abuse a child, or it may be because of poor practices, potentially caused by a lack of awareness and training, such as an inability to properly supervise children or a failure to act.
- 1.3.3 Abuse is the mistreatment of a child that causes, or is likely to cause, harm to



the child. A person can abuse a child by inflicting harm themselves or by failing to prevent harm from being inflicted by someone else. Children may be abused by people who are known to them, either in a family environment or in an institutional or community setting. Alternatively – but more rarely – they may be abused by strangers, e.g. over the internet. They may be abused by an adult or adults or by another child or children.

- 1.3.4 Abuse can take various forms and includes all kinds of physical, emotional/psychological and sexual abuse, neglect and negligent treatment, violence and exploitation, whether it is inflicted in person or online. *[See the Safeguarding Toolkit for definitions and further guidance]*
- 1.3.5 Although safeguarding issues are typically thought of as involving an adult mistreating a child, children can also be the perpetrators. This normally occurs when one child is in a position of power or influence (e.g. because they are older or have authority, such as because they are the team captain) and is often referred to as bullying.
- 1.3.6 In cases of bullying, it is necessary both to support the child being bullied and to think how best to deal with the child doing the bullying, in order to ensure that neither child is harmed, and the welfare and interests of both children are promoted.

## 1.4 Particular safeguarding risks in football

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- 1.4.1 There are several very specific situations where harm and abuse can occur in football.
- 1.4.2 **PHYSICAL INJURIES:** Every sport involves some risk of physical injury, and football is no exception. However, the desire to achieve success and win can mean that children are pushed beyond what is reasonable or appropriate for their age and level of ability.
- 1.4.3 **PERFORMANCE PRESSURE:** Winning is an important part of football. However, pushing children to perform and placing them under extreme pressure to achieve success can be harmful psychologically, emotionally and physically.
- 1.4.4 **PHYSICAL CARE:** Changing rooms, showers and situations involving close physical contact (e.g. physiotherapy and other treatment) can all provide opportunities for bullying, inappropriate photographs or filming, and sexual abuse.
- 1.4.5 **OVERNIGHT TRIPS:** Overnight trips can present many potential risks, including inadequate supervision, children going missing, access to alcohol or inappropriate television content, issues with the use of social media and opportunities for abuse, particularly sexual abuse.

- 1.4.6 **CLOSE RELATIONSHIPS:** The team's relationship with the coach and other support staff (such as physiotherapists and doctors) is an important and beneficial aspect of football. Many children develop close and trusting relationships with their coaches, who are often significant people in their lives, especially if the children do not have positive, supportive relationships with other adults. However, while many coaches foster empowering relationships that are in the best interests of the children in their care, there can also be opportunities to abuse that authority and trust and for children to be harmed.

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## 1.5 Links with national legislation or policies

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- 1.5.1 This policy sets out minimum requirements. All action taken as part of this safeguarding policy must follow relevant legislation where there may be local statutory requirements that must be fulfilled.

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## 1.6 Actions outside of football

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- 1.6.1 This safeguarding policy focuses on contact with children that occurs in the course of work and activities that are the responsibility of [NAME OF YOUR ORGANISATION], any entity controlled by [NAME OF YOUR ORGANISATION], at whatever level and in whatever capacity.
- 1.6.2 However, improper conduct occurring outside football activities, be it individually or collectively, can also infringe the principles set out in this policy and undermine the values of football, such as posting inappropriate content on social media, or private sexual activity with children.
- 1.6.3 If such issues arise, they need to be considered carefully, and any decision regarding continued cooperation with the individual in question should focus on ensuring that children involved in football are kept safe and their interests are promoted. This may involve a referral to a specialist child protection or law enforcement agency.

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## 1.7 Key principles underpinning this child safeguarding policy

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- 1.7.1 Football should be a safe, positive and enjoyable experience for all children.
- 1.7.2 All children have an equal right to protection (safeguarding) and promotion of their well-being and participation, regardless of their age, gender, sexual orientation, ethnicity or social background, religion, and level of ability or disability.
- 1.7.3 All child safeguarding actions must be taken in the best interests of children.



- 1.7.4 Everybody has a responsibility for safeguarding. Children can also play a role in helping to safeguard themselves and other children, although ultimate responsibility for safeguarding remains with adults.
- 1.7.5 Safeguarding measures should be inclusive and non-discriminatory, recognising that some children (such as those with a disability) may be at increased risk of abuse.
- 1.7.6 Transparency and openness is essential when it comes to child safeguarding. Abuse and harm can flourish when staff, volunteers, partners, children, families and community members do not feel able to raise their concerns.
- 1.7.7 All concerns regarding the safety and protection of a child should be taken seriously. Where necessary, appropriate steps must be taken to safeguard the child, potentially including referral to law enforcement and child protection agencies.
- 1.7.8 No single organisation can safeguard children by working in isolation, so it is necessary to work with other organisations, government agencies (e.g. departments and ministries with a mandate to protect children) and other groups as appropriate.
- 1.7.9 Confidentiality should be maintained, and the personal details of those involved (including the name of the person raising concerns, the child in question and the alleged perpetrator) should not be disclosed, unless it is necessary to pass on information to ensure that a child is protected, such as when a criminal offence may have been committed.
- 1.7.10 All safeguarding actions should take place within the framework of relevant national and international laws and policies.

## GOAL 2: Ensuring organisational preparedness and prevention

### 2.1 Adoption of a safeguarding policy

- 2.1.1 [NAME OF YOUR ORGANISATION] has decided to adopt this child safeguarding policy together with tools and guidelines. A template safeguarding policy is made available to affiliated amateur and professional clubs.
- 2.1.2 Everyone who has taken on a role in or related to European football, including at [NAME OF YOUR ORGANISATION], any entity controlled by [NAME OF YOUR ORGANISATION], at whatever level and in whatever capacity, must agree to abide by this policy.

2.1.3 [NAME OF YOUR ORGANISATION] will help its affiliated amateur and professional clubs to tailor the template safeguarding policy to the needs of their organisation, and these clubs commit to implementing its provisions and certain minimum requirements.

2.1.4 This child safeguarding policy will be available in [LANGUAGE]. A copy will be provided to everyone working for and on behalf of [NAME OF YOUR ORGANISATION], including affiliated amateur and professional clubs through different channels.

## 2.2 Identification of safeguarding focal points

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2.2.1 [NAME OF YOUR ORGANISATION] will identify a safeguarding focal point at administrative level to ensure that this safeguarding policy is implemented and followed within [NAME OF YOUR ORGANISATION]. This person will also liaise with safeguarding focal points at other organisations, including affiliated amateur and professional clubs.

2.2.2 All affiliated amateur and professional clubs will be encouraged to identify at least one person to act as a safeguarding focal point.

2.2.3 The role of the safeguarding focal point is to act as a point of contact, and to advise, support and assist the organisation in the implementation of the safeguarding policy and associated procedures, including in response to specific cases and concerns.

2.2.4 It is recommended that the role of safeguarding focal point be assigned to someone with prior knowledge of child protection or safeguarding. However, the role can be given to anyone who is committed, has the respect of the team and can carry out the relevant tasks. *[See the guidelines on the roles and responsibilities of safeguarding focal points].*

## 2.3 Safer recruitment

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2.3.1 Safer recruitment procedures will be introduced to help ensure that applicants who could pose a risk to children are identified and prevented from working with them.

2.3.2 Safer recruitment procedures may include pre-selection, selection and post-selection actions to ensure that there are as many safeguards as possible in place. *[See the guidelines on safer recruitment]*





- 2.3.3 To prevent unsuitable people from working with children, no one should start working with children until all safer recruitment processes, all background checks and all inductions and training sessions on the safeguarding policy have been completed.
- 2.3.4 In certain exceptional circumstances, activities can commence before safer recruitment checks have been completed. However, in such situations, additional measures (e.g. additional supervision and a strict ban on working alone) must be put in place so that the organisation can be confident that risks to children have been minimised.
- 2.3.5 Records relating to safer recruitment practices (such as references) must be kept on file. This information must be stored and destroyed in accordance with applicable data protection rules.

## 2.4 Codes of conduct

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- 2.4.1 Clear codes of conduct apply to people working for and on behalf of [NAME OF YOUR ORGANISATION]. These set out clear expectations in relation to child safeguarding and detail expected and prohibited behaviour. *[See the Safe-guarding Toolkit for the relevant provisions of codes of conduct relating to child safeguarding]*
- 2.4.2 All involvement with [NAME OF YOUR ORGANISATION] and activities organised by [NAME OF YOUR ORGANISATION] will be dependent on the individual in question signing and agreeing to the provisions of those codes of conduct, which will be linked to all employment contracts.
- 2.4.3 All breaches of codes of conduct will be responded to without delay, with information kept strictly confidential and on a need-to-know basis, in accordance with due process in relation to employment and legal requirements.
- 2.4.4 If a breach of code of conduct is suspected or reported, investigation by an independent, neutral person with the necessary expertise in safeguarding may be requested through the [NAME OF YOUR ORGANISATION] child safeguarding team, which will follow up in accordance with the formal procedure in place.
- 2.4.5 As part of any such response, [NAME OF YOUR ORGANISATION] will take the necessary measures against the offender for harming children's rights or non-compliance with the [NAME OF YOUR ORGANISATION] regulations.
- 2.4.6 Consideration must be given to assessing the risk for the children and whether the offender or offenders concerned should be suspended from the organisation pending the outcome of the relevant investigation.

- 2.4.7 Codes of conduct will include specific disciplinary measures for non-compliance. These could range from a warning or a suspension, potentially combined with additional training and awareness-raising measures, through to dismissal.
- 2.4.8 Codes of conduct apply without prejudice to any criminal sanction that may be imposed.

## 2.5 Supervision and lone working

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- 2.5.1 In general, lone working should be avoided. At least two adults should always be present when working with children. It is acknowledged that this is not always possible, but adults should always work in an open manner where they can be observed by others, preferably working with groups of children, rather than individual children on a one-to-one basis.
- 2.5.2 Enough adults must always be present to ensure proper supervision of children, bearing in mind the context and the ages and capacities of the relevant children. Issues regarding supervision and lone working should always be considered as part of any risk assessment.
- 2.5.3 [NAME OF YOUR ORGANISATION] recommends the following adult-to-child ratios:
- 1 adult per 10 children aged 13 to 18
  - 1 adult per 8 children aged 9 to 12
  - 1 adult per 6 children aged 5 to 8
  - 1 adult per 3 children aged 4 and under
- 2.5.4 If the number of adults is not enough to achieve the required level of supervision, the activity will be cancelled.
- 2.5.5 If medical or other intimate care is provided, children should be entitled to have another child or adult of their choice present.
- 2.5.6 There are certain specific requirements for collecting anti-doping samples from a minor that must be adhered to in the test procedures. Athletes who are minors should be notified of their selection for a doping control in the presence of an adult and may choose to be accompanied by a team representative throughout the entire sample collection session. Should an athlete who is a minor decline to have a representative present during the sample collection session, a witness of the doping control officer must be present during the urine sample provision to observe the doping control officer.
- 2.5.7 Affiliated clubs participating in [NAME] competitions undertake to ensure that the enclosed 'acknowledgement and agreement form for minors' is duly completed and signed for each minor participating. The completed forms must be



kept by the national associations or clubs and submitted to [NAME OF YOUR ORGANISATION] on request.

- 2.5.8 Children should not be given personal care (such as washing) if they able to do it themselves.
- 2.5.9 Changing rooms, showers, etc. should be supervised, but in ways that ensure that children's privacy is protected *[see the Safeguarding Toolkit for guidance]*. Only adults responsible for the supervision of children should be in the changing room while children are changing. No one else (e.g. photographers) should be in the changing room while children are changing. They should be told when they can enter and when they should leave.
- 2.5.10 During overnight stays (e.g. in the context of away matches and training camps), children should not sleep alone in the same room as supervising adults, unless the child is related to the adult or the adult has been tasked with acting as the child's guardian by the child's parents or carers.
- 2.5.11 Clear procedures should be established to deal with situations where a child becomes lost or goes missing or a parent or carer fails to collect a child.
- 2.5.12 If children can travel to and from activities alone, written permission for them to do so must be given by the parent or another person with the authority to give such permission (e.g. a legal guardian).

## **2.6 Visitors, including media representatives, at [NAME OF YOUR ORGANISATION] youth competitions and other events**

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- 2.6.1 [NAME OF YOUR ORGANISATION] and Everyone tasked by [NAME OF YOUR ORGANISATION] with performing a role at [NAME OF YOUR ORGANISATION] youth competitions should ensure any visitors for whom they are responsible (including media representatives) are made aware of and understand the principles of this child safeguarding policy and agree to its terms and conditions before the visit takes place.
- 2.6.2 Visitors (including media representatives) should always be accompanied and should only be left unattended with children in exceptional circumstances (e.g. if conducting research). In such cases, additional precautions must be taken to ensure that the visitor or observer does not pose a risk to children.
- 2.6.3 The safety and well-being of children must not be compromised in dealings with the media. Private information such as addresses must not be given to media representatives.

- 2.6.4 Permission for the media and others to use images and stories should also be sought from both the child and a person who is responsible for them, such as a parent.
- 2.6.5 Images of children that are exploitative or offensive (including images where a child is not fully clothed) must not be used or circulated.

## 2.7 Online protection and safety

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- 2.7.1 A risk assessment will be undertaken on how the use of technology and media affects the safety of children and the steps that should be taken to eliminate or minimise those risks.
- 2.7.2 [NAME OF YOUR ORGANISATION] will provide guidance on the appropriate use of technology (the internet, mobile phones, social media, etc.) in relation to child safeguarding and the implementation of its safeguarding policy.
- 2.7.3 Wherever a child can access the internet, filters and blocking software will be installed to ensure that unsuitable, including offensive, material cannot be accessed. Sites that promote the abuse of children or contain images and information that are harmful to children will be blocked on all devices provided by [NAME OF YOUR ORGANISATION].
- 2.7.4 If offensive material or unsolicited messages are received, the safeguarding focal point should be notified, and they must report the issue to the IT security team so they can improve internet safety, and to the relevant law enforcement agencies. Note that the material or messages in question must not be sent electronically as part of reporting the issue, as this may constitute an offence under international law.

## 2.8 [NAME OF YOUR ORGANISATION] partnerships

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- 2.8.1 Considerable attention should be devoted to issues relating to child safeguarding. Specific references to child safeguarding measures should be included in partnership agreements and contracts, and there should be clarity regarding the actions that will be taken in the event of any child safeguarding concerns arising.
- 2.8.2 If concerns about child safeguarding arise in relation to a [NAME OF YOUR ORGANISATION] partner, consideration should be given not only to whether the concerns need to be reported to the appropriate authorities, but also to whether to suspend the partnership. The procedures agreed to in the contract should be followed. For further guidance, see Section 4.3 on the reporting of incidents.



- 2.8.3 The raising of a child safeguarding concern in relation to a partner does not automatically mean that the partnership must be terminated. Any decision on whether to continue with a partnership must consider the reaction of the partner and their commitment to addressing the situation.

## GOAL 3: Raising awareness

### 3.1 Awareness raising and training

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- 3.1.1 Everyone working for and on behalf of [NAME OF YOUR ORGANISATION], including affiliated amateur and professional clubs, as well as communities, families, children and other stakeholders, should be made aware of the child safeguarding policy and understand how to recognise child abuse and report concerns.
- 3.1.2 [NAME OF YOUR ORGANISATION] will provide dedicated safeguarding training modules (both online and offline) to support affiliated amateur and professional clubs.
- 3.1.3 Special consideration will be given to how to increase children's awareness of the policy and the various ways that they can help to keep themselves safe. This may involve developing a child-friendly version of the policy and the training modules in cooperation with children.
- 3.1.4 Specialist training on child well-being, protection and safety may be provided, depending on the nature of the work being undertaken and the role of the relevant staff, volunteers, coaches, etc. together with their backgrounds and experience.
- 3.1.5 [NAME OF YOUR ORGANISATION] will provide regular updates on child safeguarding, either formally, e.g. in the form of training or supervision, or more informally, e.g. through discussions at team meetings.
- 3.1.6 While [NAME OF YOUR ORGANISATION] provides guidance and training on this policy regarding the responsibilities and duties that are specific to individual roles, all adults have a personal responsibility to seek further clarification and advice if they are not clear about the expectations relating to their role. The [NAME OF YOUR ORGANISATION] child safeguarding team or the safeguarding focal point is the first point of contact for such requests.
- 3.1.7 Records must be kept of all training and orientation sessions that are conducted, including dates and lists of attendees. These should be retained in accordance with the relevant data management procedures.

### 3.2 Risk assessments

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- 3.2.1 Risk assessments are an important element of any safeguarding process. They form the basis for preventive action by making sure that activities are safe, and any risks identified are eliminated or minimised, and they also determine the specific action that should be taken in the event of any safeguarding concerns.
- 3.2.2 When organising activities (such as competitions), a risk assessment should be undertaken to identify any potential dangers, with a plan put in place to minimise those risks. The responsibility for ensuring a risk assessment is undertaken rests with the person with ultimate responsibility for the activity. *[See the Safeguarding Toolkit for a risk assessment template]*
- 3.2.3 If an assessment concludes that there are too many risks that cannot be reduced to an acceptable level, the activity should not go ahead.
- 3.2.4 Emergency contact details and medical information must be collected for children before they participate in physical activities, and that information must be available to everyone who has a duty of care for those children at those events.
- 3.2.5 Risk management measures are reviewed on a regular basis, both during and at the end of activities, so that lessons learned can feed into future activities and necessary adjustments can be made.

### 3.3 Creating a safe channel for raising concerns

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- 3.3.1 A clear procedure for reporting concerns must be established and communicated to everyone working with the organisation, including children, families and communities.
- 3.3.2 A reporting flowchart will explain how concerns are managed. The main point of referral will be the safeguarding focal point. *[See the Safeguarding Toolkit]*
- 3.3.3 The reporting flowchart and associated procedures will be discussed with the relevant child protection or law enforcement agencies to ensure that processes are aligned (see also Goal 4 below).
- 3.3.4 [NAME OF YOUR ORGANISATION] will allow for concerns to be raised (including anonymous reporting). Written complaints can also be sent to [NAME], or concerns can be reported directly to a person of trust within [NAME OF YOUR ORGANISATION].
- 3.3.5 [NAME OF YOUR ORGANISATION] guarantees the total confidentiality of the process and the documents to which it would gain access as part of the informal procedure.



- 3.3.6 If concerns are raised but not substantiated, no punitive action should be taken against the person raising those concerns, provided that there was no malicious intent.
- 3.3.7 Written records of all reports received (even vague reports) must be kept in a secure, confidential location by the safeguarding focal point. *[See the Safeguarding Toolkit]*
- 3.3.8 All concerns raised will be taken seriously and responded to in accordance with this safeguarding policy and the procedures established under this policy. See also Goal 4 below.

## GOAL 4: Working with others and reporting concerns

### 4.1 Establishing links with child protection agencies

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- 4.1.1 Links must be established with the police and relevant child protection and law enforcement agencies with a view to facilitating referrals where concerns arise and seeking specialist advice and support as necessary. This will also be necessary so the police and relevant agencies can sign off procedures for the reporting of concerns.
- 4.1.2 Local contacts at child protection and law enforcement agencies should be identified in advance in order to facilitate referrals. Contact details should be retained so that cases can be referred quickly and efficiently.
- 4.1.3 Safeguarding focal points and other staff are encouraged to attend child safeguarding and child protection training offered by other organisations.

### 4.2 Creating an open working environment

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- 4.2.1 If support or advice is sought regarding child safeguarding, this must be taken seriously. The seeking of advice or support should never be regarded as indicating that someone lacks ability or knowledge or is spreading rumours, etc.
- 4.2.2 If people working for or on behalf of [NAME OF YOUR ORGANISATION] are involved in child protection incidents – either as the subject of an investigation or as a witness – appropriate support must be provided. This may involve additional supervision or counselling.



### 4.3 Reporting of incidents and follow-up measures

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- 4.1.4 All reporting, investigation and management of safeguarding incidents must be in line with national law. When considering whether to refer a child to an outside agency for protection, the legal framework in the relevant country and the best interests and wishes of the child must always be considered.
- 4.1.5 Therefore, only people whose participation is necessary for investigating concerns or supporting the child, be it medically or psychologically, may be involved. A record of each intervention must be drawn up, signed by the people involved and sent to the [NAME OF YOUR ORGANISATION] child safeguarding team.
- 4.1.6 Referrals to local child protection and law enforcement agencies should be made in the manner prescribed by the agency; agencies may, for example, have a preferred format for reporting. If a referral is made verbally, it must also be confirmed in writing.

## GOAL 5: Measuring success in safeguarding

- 5.1.1 Ultimate responsibility for the implementation of the child safeguarding policy lies with the [NAME OF YOUR ORGANISATION] child safeguarding team.
- 5.1.2 At least once a year, [NAME OF YOUR ORGANISATION] will assess its safeguarding arrangements and the implementation of its safeguarding policy. *[See the Safeguarding Toolkit for a template]*
- 5.1.3 Based on that assessment, an annual plan of action should be developed to address any gaps in the implementation of this policy and minimise any risks identified. *[See the Safeguarding Toolkit for a template]*
- 5.1.4 At least every three years, [NAME OF YOUR ORGANISATION] will ask affiliated clubs to assess the situation at their own organisation, to provide an overview of safeguarding arrangements across the country.
- 5.1.5 This child safeguarding policy is a living document and will be reviewed every three years.
- 5.1.6 Periodically, [NAME OF YOUR ORGANISATION] may seek an external evaluation of the implementation and appropriateness of its safeguarding policy and the associated procedures.



## Final provisions

This policy was adopted by the [NAME OF YOUR ORGANISATION] on [DATE] and enters into force on the same date. The [NAME OF YOUR ORGANISATION] empowers the [NAME OF YOUR ORGANISATION] administration to adopt any guidelines or other documents deemed necessary to implement this policy.

For questions regarding this policy, please contact the [NAME OF YOUR ORGANISATION] lead safeguarding person.





## 2.2 Template: General risk assessment

*A general risk assessment should be conducted every year. It aims to identify risks and the necessary actions to reduce or remove them. Conducting a regular risk assessment also helps to implement the child safeguarding policy – depending on the actions identified, these can be incorporated into a child safeguarding action plan.*

*The items included in the template are suggestions only and should be adapted to the individual association/club. After the hazards have been identified, the specific risks to children should be pinpointed. For example, a 'lack of coaching qualifications' could result in children being injured or left unsupervised. Each risk/concern should then be rated as high, medium or low, according to the likelihood of it occurring. The action required to manage/reduce the risk should be identified for each.*



Potential hazard/cause of concern	Likelihood of harm happening: low/medium/high (L/M/H)	Specific risk/concern as a result of the hazard, i.e. what could happen	Action required	Action by when/whom
<b>CLUB AND COACHING PRACTICES</b>				
Lack of coaching qualifications				
Lack of supervision				
Lack of guidance for trips, etc.				
Poor practices, e.g. activities not age-appropriate				
Inappropriate discipline				
<b>PERSONNEL</b>				
Recruitment of inappropriate people working directly with children				
Lack of training on safeguarding for coaches				
Unqualified or untrained people in role				
Volunteers lack knowledge of and training on safeguarding				
Other adults with access to children, e.g. security or medical staff				
<b>COMPLAINTS AND DISCIPLINE</b>				
Concerns about behaviour of some adults and peers towards children				
Absence of a complaints and disciplinary procedure within the organisation				
Complaints not being dealt with seriously				
<b>REPORTING PROCEDURES</b>				
Lack of awareness of safeguarding policy/code of conduct				
Lack of procedures for reporting to local authorities/agencies, e.g. police, social services				
Lack of clear policies and procedures				
Child/adults unsure how to report concerns and who to talk to				



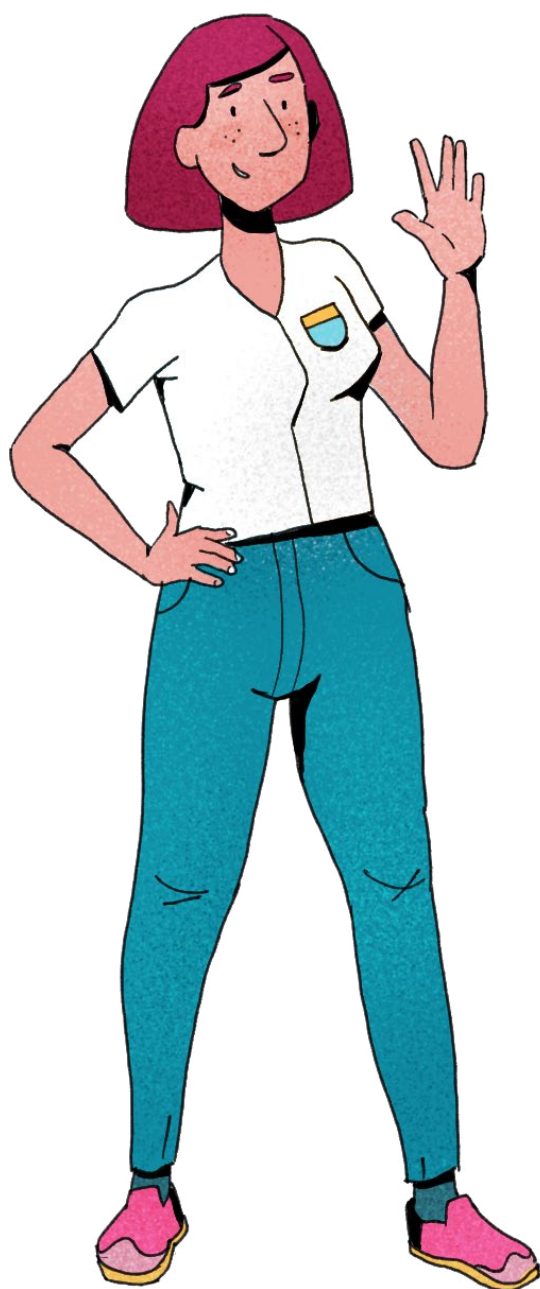
Potential hazard/cause of concern	Likelihood of harm happening: low/medium/high (L/M/H)	Specific risk/concern as a result of the hazard, i.e. what could happen	Action required	Action by when/whom
<b>FACILITIES</b>				
Equipment in poor condition/dangerous				
Unauthorised access to designated children's areas and to changing rooms, toilets, etc.				
Photography, filming or recording in prohibited areas				
Children sharing facilities with adults, e.g. dressing rooms, showers				
<b>TRANSPORT AND TRAVEL</b>				
Transport between venues/training is unsafe				
Safeguarding checks have not been carried out on drivers				
No guidance for travelling and trips away, e.g. medical care, overnights, car sharing				
<b>GENERAL ISSUES</b>				
Unauthorised photography and recording of activities				
Inappropriate use of social media and communication between under-18s and adults or peers				
High tolerance of physical violence and injuries				
General behavioural issues				







## 2.3 Guidance note: Role and responsibilities of child safeguarding focal point



The role of the child safeguarding focal point is critical to an environment where children of all ages and abilities can safely participate in football and have fun. However, this does not mean that the focal point has sole responsibility for the safeguarding of children within an organisation. The role of the focal point, as the name suggests, is to provide a point of contact, and to advise, support and assist the organisation in the implementation of the child safeguarding policy and associated procedures, including responding to cases. To be able to do this, the focal point needs the support of management and the cooperation of all those working with and for the organisation.

Although the role of the child safeguarding focal point is important, it need not be too onerous. There will be times, such as when an incident occurs, when there will be additional work, but most of the time the role involves being available to support and assist as required. Ideally, organisations should nominate at least two people to act as focal points, so that the workload can be shared and if one is absent there is another to fulfil the role.

Organisations should ensure that the name and contact details of the focal point are made known to all those working with and for the organisation, as well as parents and children.

### Suggested roles and responsibilities of the child safeguarding focal point

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- Acting as the focal point (first point of contact) and taking the lead on child safeguarding within the organisation;
- Ensuring safeguarding training is given to staff, volunteers and others;
- Ensuring staff and others are aware of the child safeguarding policy and their responsibilities under it, for example by providing training and briefings;
- Advising and supporting staff, volunteers and partners in the implementation of the child safeguarding policy;
- Carrying out risk assessments, or supporting others in completing them, when required;
- Ensuring that football programmes, practices and activities take constant and regular account of safeguarding measures;
- Mapping out and establishing partnerships with local authorities and civil society organisations with expertise in child welfare, health and law enforcement, so that information is available if an incident occurs or external advice is needed;
- Ensuring staff, volunteers and all stakeholders, as well as children and parents, are familiar with the child safeguarding policy, and that the policy is accessible;
- Acting as the first point of contact if incidents of abuse arise, and escalating concerns to management and local authorities, including law enforcement, as appropriate;
- Participating in child safeguarding training, as required;
- Keeping an accurate record of any incidents;
- Maintaining the safeguarding implementation plan and producing an annual progress report, as requested;
- Advising and representing the organisation in matters relating to safeguarding.

### Suggested skills and characteristics

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- Prepared to take on the role of child safeguarding focal point;
- Ideally, some knowledge and experience in child safeguarding and child protection;
- Willing to undertake child safeguarding training;
- Respect and authority within the organisation, so that their opinions are valued;
- Approachable, with good communication skills with adults and children;
- Ability to keep calm when a concern is raised, especially if a child needs assistance;
- Ability to empathise with children and to ensure that their needs and interests remain the focus of all actions and decisions (child-centred approach);
- Ability to work with others to ensure that the child safeguarding policy, and asso-



ciated procedures, are implemented in general and when a child protection incidence occurs;

- Commitment to the values of football, safeguarding children and upholding their rights, together with the ability to advocate for and defend safeguarding;
- Training and presentation skills;
- Ability to keep records, e.g. of training, incidents;
- Ability to work professionally, confidentially and consistently in an area where emotionally distressing and sensitive issues and cases may arise.





## 2.4 Guidance note: Safer recruitment

*The range and quality of football programmes for children would not exist without the time, skills and commitment of staff and volunteers.*

*Ensuring that the right people are working for football organisations is a key part of creating an environment where child safeguarding is taken seriously, and children can have fun. Just as we would only recruit a coach with the necessary qualifications, so we should make sure that those working with, and for, the organisation are suitable to work with children.*

It has been recognised that child abusers sometimes target organisations where they can gain access to children. However, even if a person is not looking for a way to deliberately harm children, they may still be unsuitable to work with them due to not having the right temperament and necessary patience.

Taking steps to ensure that recruitment – both of paid staff and volunteers – is safe sends out an important message about the commitment to child safeguarding. As well as screening out people who may be unsuitable to work with children, it also signals to those who may be looking for the opportunity to abuse children that the organisation is aware of this risk and it may dissuade them from applying for a position.

It should be noted that recruitment will never be totally safe, despite our best efforts.



The aim of safer recruitment is to take measures that, together, aim to reduce the chances of employing the wrong person.

Introducing safer recruitment procedures can sometimes cause anxiety, and some people may be offended that the organisation wants to carry out checks. It is best explained as a procedure that everyone involved with the organisation is required to comply with, and that it is not personal. Most reasonable people will understand that a reputable organisation needs to be assured that those working with/for them are safe to work with children and they may also be reassured to know that the safeguarding of children is taken seriously.

The table below contains ideas on how to include safer recruitment in the appointment of staff and volunteers. In some countries it may be difficult to fully comply with all the suggested measures – for example, obtaining references may not be feasible, or police checks may be easily forged. Similarly, obtaining copies of qualifications may be impossible, especially if applicants have moved several times or had to leave their country, e.g. in the case of refugees. Most important is to do everything that is reasonable and feasible, and to have a range of different approaches in place, rather than relying on just one.

**All recruitment and employment practices required by law must be followed.** For example, in some countries recruitment practices for those working with children may be stipulated in domestic legislation. Particular background checks or qualifications may be required, or there may be limitations on what information may be sought.

RECRUITMENT AND SELECTION PROCESSES	
<b>Candidate profile</b>	Decide what skills and knowledge are needed to safely work with children and include these in the profile. This will depend on the position – clearly a coach will have more contact and need better skills working with children than someone in an administrative role.
<b>Advertisement</b>	Include a clear statement about the organisation's commitment to safeguarding children in any advertisement about the position.
<b>Interview questions</b>	Include at least one question that relates to child safeguarding. <i>See Annex I for sample questions.</i>



PRE-APPOINTMENT PHASE	
<b>Self-declaration</b>	Applicants should complete and sign a declaration of good character, including a section confirming they are safe to work with children and giving permission for checks to be made. See <i>Annex II for the self-declaration form template</i> .
<b>Reference checks</b>	<p>Two professional references should be provided. Depending on the position applied for, references may include a previous employer.</p> <p>References should always be sought and obtained directly from the referee using an email address, postal address or phone number. Open references (i.e. a written reference provided by the candidate) are generally not sufficient. See <i>Annex I for sample questions</i>.</p>
<b>Proof of identification</b>	Candidates' identities must be verified, e.g. by checking their passport or national ID card, as predatory offenders may provide false information, and even a false identity, to secure a position.
<b>Qualification and registration checks</b>	Any qualifications or professional registrations claimed in the application should be verified by asking to see original certificates.
<b>Police checks</b>	<p>The decision to request a police check needs to be made with regard to whether the post requires access to children, as well as the validity, reliability and availability of such checks.</p> <p>Where a police check is required, it should be sought from the country where the person is living and, if the person has worked overseas, from those countries too. Some countries have a database of offenders/people who are unsuitable to work with children. If this exists, it should be checked.</p> <p>Having a conviction does not necessarily mean that the person cannot be appointed – it depends on the offence, although any conviction for mistreatment/abuse of a child should generally be sufficient reason not to appoint them.</p>



POST-APPOINTMENT MEASURES	
<b>Code of conduct</b>	All staff and volunteers (including managers, coaches, officials) and all those involved in football programmes or activities should sign a code of conduct. This should be explained to them so that they fully understand expected behaviours. <i>See Child Safeguarding Toolkit for sample codes of conduct.</i>
<b>Induction</b>	As soon as possible after starting with the organisation, staff should be briefed on the child safeguarding policy. The name and contact details of the child safeguarding focal point must be provided.
<b>Probation period</b>	A probation period can be used to actively assess suitability for the position. Terms and conditions will depend on the employment laws of the country, but the probation period should ideally last at least three months.

## Annex I. Sample questions

### Sample child safeguarding questions for interviews

At least one question on child safeguarding should be asked in interviews. The questions below are examples. Remember that if the applicant is not familiar with the organisation's child safeguarding policy and code of conduct, they may not answer the question 'correctly'. This is not important; it is their attitude towards keeping children safe that is being tested.

- Have you worked for an organisation that had a code of conduct before? If yes, what difference did it make to the way you viewed yourself and your work and that of teams you were in?
- Can you give me some examples of unsafe or unacceptable behaviours with children during football activities?
- During your work you might encounter children. How do you feel about that? Are there any age groups you feel more or less comfortable being in contact with? Asking follow-up questions about why an applicant has a strong preference can help you determine if there is a cause for concern.
- Have you worked/volunteered in a similar position before where you had contact with children? What did you like about it? What did you find difficult?



- If you were concerned about the actions or behaviour of another adult towards children, how would you respond?
- What have you done when a colleague or friend has broken a rule, procedure or code of conduct?
- If you saw a parent or a member of the coaching team shouting at a child, what would you do?
- What qualities have you observed in others that you have admired, particularly regarding their work with or care of children?
- What do you think makes a good role model in football for children and teenagers?
- Imagine you hear that a group of children have been taking photographs of another child in the changing room while they were undressing and posting them on the internet. How would you react? What would you do?

### Sample questions to ask during reference checks

It may be difficult to ask straightforward questions and get straightforward answers from a referee, as in many countries it is illegal to discuss disciplinary matters with people external to an organisation and to provide details that reflect negatively on an employee. Attention should therefore be paid to the way questions are answered (i.e. hesitation, reluctance to answer).

It is important to explain that the role may bring the applicant into contact with children.

#### **Suggested questions**

- Do you know of any reason why we should be concerned about this applicant's conduct with children?
- How would you describe the applicant's character?
- In the time you have known the applicant, is there anything that has led you to believe that they are unsuitable to be in contact with children?
- Would you be happy to have the applicant working with your organisation again/ with children?

## Annex II. Self-declaration template

All applicants working directly with children must complete this form.

[Name of organisation]

Name of applicant .....

Position applied for .....

1. Have you ever been the subject of criminal or other legal proceedings regarding the safety and well-being of children? This includes conviction by the courts and cautions, reprimands or warnings by the police? YES / NO

*If yes, provide details:*

2. Have you ever been asked to leave an organisation or had your employment terminated because of your behaviour or attitude towards children? This includes being subject to disciplinary proceedings, being disqualified from work with children or any other sanctions. YES / NO

*If yes, provide details:*

3. Are you aware of any reasons that might give rise to concerns about your suitability to work with children? YES / NO

*If yes, provide details:*

### Declaration:

I confirm that the information I have given on this form is correct and complete. I am of good character and know of no reason why I would be considered unsuitable to work with children (under 18 years old).

I confirm that I give my consent for [organisation name] to carry out the relevant background checks and seek references as may be necessary to ensure I am suitable to work with children.

Signature..... Date.....



## 2.5 Template: Code of conduct for adults

*Codes of conduct are important as they set out expected behaviours. They are more than a list of what can and cannot be done; they are a shared set of agreed and acceptable behaviours that help to create and maintain a positive, fun and safe environment for children.*

*This sample code of conduct is provided as a suggestion. You can include other issues that you believe are important given your context.*

### Code of conduct

**On and off the field, I will lead by example when it comes to good sportsmanship and be a role model for children by:**

---

- Always respecting the rights, dignity and worth of everyone involved in games regardless of their age, race, skin colour, ethnic, national or social origin, gender, disability, language, religion, political or any other opinion, wealth, birth or any other status, sexual orientation or any other reason;
- Sticking to the rules and celebrating the spirit of the game;
- Encouraging fair play and high standards of behaviour;
- Never engaging in, or tolerating offensive, insulting or abusive behaviour or language;
- Always being supportive of children's efforts and valuing more than just winning.

**When working with children under 18 years old, I will:**

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- Comply with the child safeguarding policy, and put the well-being, safety and enjoyment of children above everything else;
- Challenge any form of bullying among children;
- Provide meaningful opportunities that empower all children;
- Not humiliate or belittle children or their efforts in a match or training session;
- Not groom or exploit a child for personal or financial gain;
- Not engage in any sexual relationship with any player under 18 years of age, which includes not making sexually suggestive comments to a child;

- Engage in or allow any verbal, physical or sexually provocative games or inappropriate touching with children;
- Ensure all activities are suitable for children's abilities and ages;
- Work with others (e.g. doctors, physiotherapists) for each player's best interests;
- Never use physical abuse or chastisement;
- Always ensure that children are properly supervised and that arrangements for tournaments and away matches are safe, which includes not sharing rooms with children;
- Respect children's privacy, for example not entering showers and changing rooms without permission and not providing personal care that children can do for themselves;
- Ensure that any treatment, e.g. physiotherapy, takes place in an open and supervised environment, rather than in private;
- Avoid spending time alone with children away from others;
- Not engage in inappropriate use of social media, which includes not engaging children in private social media conversations and never posting comments or sharing images that could compromise their well-being or cause them harm;
- Not post photographs or other information about children or their families on my personal social media (e.g. Facebook or websites) or the club/organisation's social media, without the permission of the children concerned and their parents;
- Share any concerns I have about the safety and well-being of children, including about individual children, with the child safeguarding focal point or, if not appointed, with management.

I understand that if I do not follow the code, I may be subject to measures that could include suspension, loss of licence, dismissal and referral to outside child protection agencies or the police. By signing the code, I confirm that there are no reasons for concern about my suitability to be involved with children and football, e.g. previous convictions or allegations of child abuse.

NAME: .....

DATE: .....

SIGNATURE: .....



## 2.6 Template: Code of conduct for parents

*Codes of conduct are important as they set out expected behaviours. They are more than a list of what can and cannot be done; they are a shared set of agreed and acceptable behaviours that help to create and maintain a positive, fun and safe environment for children.*

*This sample code of conduct is provided as a suggestion. Clubs and organisations can include other issues that they believe are important given their context.*



### Code of conduct for parents

**As a parent, I will contribute to the development of a safe and fun atmosphere for children to play football by:**

- Cooperating with and showing respect for everyone involved in the game;
- Encouraging fair play and high standards of behaviour;
- Accepting decisions made by match officials;
- Not using or tolerating offensive, insulting or abusive behaviour or language with/by any player or official;
- Praising effort and participation rather than focusing on performance and results;

- Not tolerating or encouraging any form of bullying;
- Not humiliating or belittling children or their efforts in a match or training session or blaming a child for not winning a game;
- Not physically chastising any child;
- Respecting children's privacy, for example not entering changing facilities without speaking to the coach first;
- Refraining from engaging in inappropriate use of social media, which includes not posting photographs or comments about children or their families on my personal social media (e.g. Facebook or websites) without the permission of the children concerned and their parents;
- Voicing any concerns I have about the safety and well-being of my child or any other child with the coach and/or the child safeguarding focal point or, if not appointed, with management;
- Staying informed about any problems or concerns relating to my child, while having the right to expect that my concerns are appropriately dealt with.

NAME: .....

DATE: .....

SIGNATURE: .....





## 2.7 Template: Behaviour code for children

*This sample children's behaviour code for away trips and other activities is intended to be a guide. Ideally, children should also be consulted about what is acceptable behaviour, as they are more likely to follow the rules if they have taken part in creating them. This code can be adapted to overnight or daytime-only trips.*



### Code of behaviour

Travelling to away games and tournaments should be both safe and fun for children and teenagers. Part of this means being clear about what behaviour is expected.

By agreeing to take part in [INSERT NAME OF EVENT/TRIP], it is important that you understand and agree that:

- The accompanying adults are responsible for my safety and welfare from the time I leave the care of my parents until I return home.
- I must follow the instructions and advice of the accompanying adults at all times.
- If, for some reason, I do not want to follow the team or group, I will ask the accompanying adults for permission and explain my whereabouts.
- Accommodation is shared and whom I will share with will be agreed in advance. I will not sleep in any other room without permission.
- I will be on time for all meetings and activities.

- I will follow the rules intended for my own safety, including:
  - no alcohol consumption
  - no drug consumption
  - no smoking in the rooms or at any other time
- I will tell the accompanying adults if there is anything that is bothering me or if I have any concerns about my safety or that of another child.
- I will tell the accompanying adults if there is anything I need so that I can take part in the event.
- I will respect and help other children participate fully by being a role model for good sportsmanship. I will lead by example, which includes not drinking alcohol, taking drugs or using foul, racist, homophobic or other discriminatory language.
- I will respect the rights, dignity and worth of every participant, and others involved, and never engage in verbal, physical or sexually provocative gestures or language. I will not hit or otherwise physically assault anyone taking part in the event or act in any way that could shame, humiliate, belittle or degrade other children, or might be considered bullying.

I ..... have read and understand the agreed behaviour code. I agree to follow these rules for [INSERT NAME OF EVENT/TRIP] and understand that if I break the code my parents will be informed, and I may be asked to leave the activity early.

Signed ..... Date .....

I do/do not agree to take part in media activities related to the event, including the publication of my photograph in newspapers and online. I understand that even if I do not give permission, I can still take part in the activity.

Signed ..... Date .....

Seen, approved and explained by the parent or legal guardian

Signed ..... Date .....



## 2.8 Template: Parents' consent form

*This is a sample form to obtain permission from parents for their children to take part in activities and trips or media activities.*

### Parents' consent form

[NAME OF NATIONAL ASSOCIATION] is organising [INSERT NAME OF EVENT] and your child has been invited to take part. Before this can happen, we need your consent, as well as some important information to ensure that your child can take part safely and their welfare can be protected. All information will be kept confidential and shared only with adults who need the information to ensure that your child is properly cared for.

One or several adults will be accompanying your child from the time they leave your care until they return home, and they will take responsibility for your child's safety and welfare while they are away. Your child is also expected to follow an agreed behaviour code in order to ensure they stay safe. If they do not, you may be contacted, and your child asked to leave.

#### Please tick and complete as appropriate

- ☐ I/We, (name of parent(s)) ..... give my/our consent for my/our child (name of child) ..... to travel to and take part in [INSERT NAME OF EVENT AND DATES].
- ☐ I/We appoint (name of accompanying adult) ..... to be responsible for my/our child during this trip and authorise them to make decisions concerning any emergency medical treatment for my/our child that may be required during this trip until such time as we can be contacted.

#### Please tick as appropriate

- ☐ I/We give my/our consent for my/our child to take part in media activities that may include photographs, films, videotapes, audiotapes, or other forms of recording and that may appear in print (e.g. newspapers) or online.
- ☐ I/We DO NOT give my/our consent for my/our child to take part in media activities.

**PARENTS' EMERGENCY CONTACT DETAILS**

Name:

*Alternative contact:*

Contact number:

Name:

Address:

Contact number:

If at any time you are concerned for the safety or protection of your child, please contact [INSERT NAME AND CONTACT NUMBER]



## 2.9 Template: Medical form

*This information should be completed before the child leaves for a long trip or overnight event. It should be kept by the accompanying adults in case of an emergency and must be kept confidential.*

*In some countries, children cannot be given medication by anyone other than a medical professional, in which case this form should not be used to record anything other than contact details and basic information regarding allergies, etc. which can be passed on to the hospital in case of an emergency.*

*Clubs/organisations need to check the laws on giving medical treatment in their countries and whether common medications can be given by accompanying adults.*

### Medical form

NAME OF CHILD (including nicknames):	
Date of birth:	Identity number:
Any known allergies (e.g. to foods, insect bites, medications):	
Currently on medication: <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, please state which type and dosage: Please bring copies of prescriptions (for medications and eyeglasses) and enough medication for the duration of the event, including travel time	
Any existing conditions, e.g. asthma, epilepsy, disabilities, low blood pressure, diabetes, proneness to migraines/fainting/dizziness, depression/anxiety:	
Any previous surgeries and hospitalisations:	

**Please provide details of any medical insurance:**

**Name of insurance company:**

**Insurance policy number:**

**Is there anything else that you think the accompanying adults and the organisers of the event need to know in order to ensure that your child is safe, protected, well-cared-for and able to participate fully:**

### Permission to administer common drugs

Please indicate below if you give your consent to your child being administered common drugs such as ibuprofen, paracetamol, aspirin, etc. for common ailments such as headaches and stomach aches. For more serious illnesses, your child will be taken to a qualified doctor.

- ☐ I/We give my/our consent for my/our child to take common drugs such as ibuprofen, paracetamol, aspirin, etc. if needed for common ailments.
- ☐ I/We DO NOT give my/our consent for my/our child to take any common drugs for any common ailments.

Date: .....

#### Name of parent/legal guardian

Surname and first name: .....

SIGNATURE: ..... Date of birth: .....

Surname and first name: .....

SIGNATURE: ..... Date of birth: .....

#### Name of player

Surname and first name: .....

SIGNATURE: ..... Date of birth: .....



## 2.10 Guidance note: Privacy and safe use of changing facilities

*Ideally, clubs/organisations should develop a policy for the use of changing facilities and showers to reduce the risk of both child-to-child and adult-to-child misconduct or abuse. Children are particularly vulnerable in these areas as they are in various stages of undress and are less supervised than at other times.*

### General guidance

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1. Check what facilities are available, and whether these are for the sole use of children or shared with the general public and adults.
2. Where facilities are used by both adults and children at the same time, there should be access to separate changing, showering and toilet areas. If not, additional supervision will be required, or children should be asked to change before arriving.
3. For mixed-sex activities, separate facilities must be available for boys and girls.
4. If a child feels uncomfortable changing or showering in public, then no pressure should be placed on him/her to do so. Instead, he/she should be encouraged to change at home.
5. Adult staff and volunteers must not change or shower at the same time as children using the same facilities and should, under no circumstances, be undressed in front of the children.
6. The use of mobile phones or equipment with video recording capabilities by volunteers and staff should not be allowed in changing facilities. Children should be discouraged from using phones, as banning their use may be counterproductive, although this can be agreed under behaviour codes. If children are allowed to use phones, they should be given information regarding safe and acceptable usage.
7. Parents should be discouraged from entering changing facilities unless absolutely necessary. In such circumstances, only a parent of the same sex as the children may enter the changing facilities and he/she should inform the coach in advance. At least one member of the coaching staff of the same sex as the children must accompany the parent.
8. Adult staff and volunteers, especially those of the opposite sex, should not be in the changing facilities when children are undressed.



### In situations where children must share facilities with adults, risks may be reduced by:

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- Negotiating a separate space or times for children only;
- Organising a 'team area' where members of the team change together;
- Asking children to change at home.

### Supervision

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If mixed use of the changing facility by adults and children is unavoidable, at least two members of staff or volunteers (of the same sex as the children) should supervise the group. It is important for staff and volunteers to try to balance the need for adult supervision with the children's right to privacy. For example, there is no need to observe children in showers.

In particular, supervisors should be conscious of any form of bullying or the use of mobile phones by children to take pictures. If either occur, children should be spoken to and the incident reported to the coach or child safeguarding focal point, as it may indicate a need for improved awareness-raising.

Parents may supervise their own children or, with the agreement of the club/organisation, other children. When supervising other children, it is important to make sure they have signed and understand the general code of conduct for all staff and volunteers.



## 2.11 Guidance note: Supervision of activities and trips, including overnight stays

*Travelling to away games and tournaments should be both safe and fun for children.*

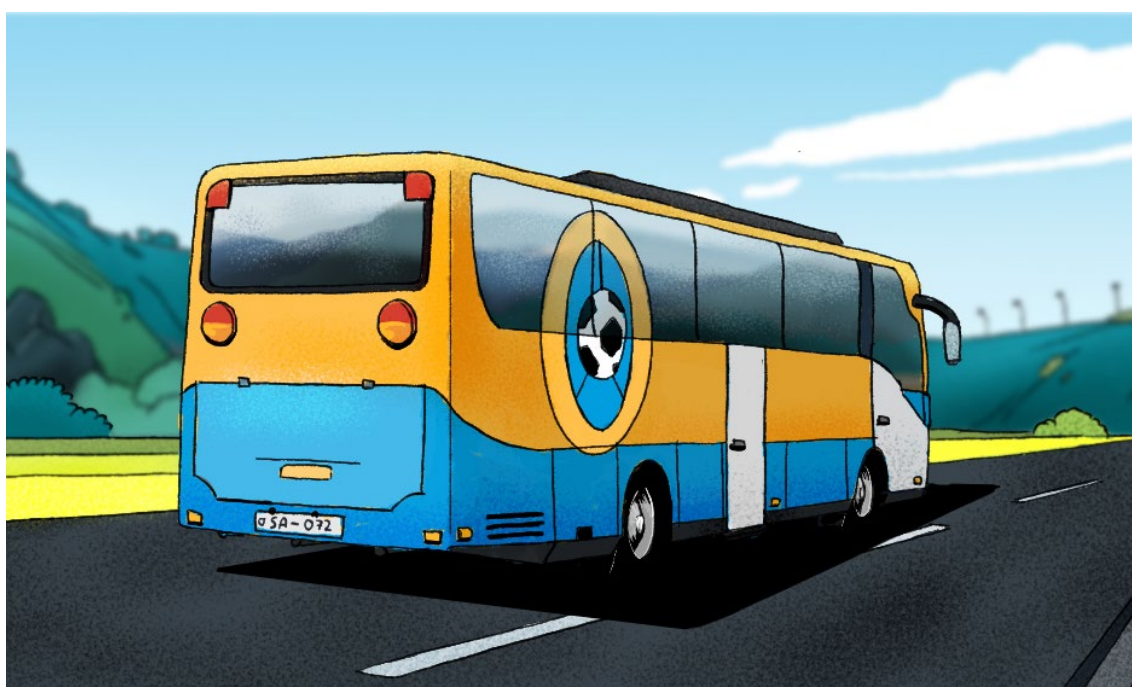
*Parents and carers will often worry when their children are away, but careful planning and preparation should help to ease those worries and demonstrate that you have considered the various needs of their children and the potential dangers of a trip away.*

*The following considerations will help to implement proper safeguarding measures.*

### Supervision levels

Decide on the necessary level of supervision, given the age and number of children. Minimum adult-to-child ratios may be established by law.

Typically, the younger the children, or the more challenging the activity or environment, the greater the number of adults needed to safely supervise them. Where children have special needs, additional supervision and support may be required.



As a general rule, the following supervision ratios apply:

- Children aged 4–8 years old – one adult for every six children
- Children aged 9–12 years old – one adult for every eight children
- Children aged 13–18 years old – one adult for every ten children

It is always a good idea to have a least two adults supervising any overnight trip or trip that involves a lengthy journey. If something does happen, for example a child needs to be taken to hospital, the other adult can continue to supervise the rest of the children. If male and female supervisors are available, it is important to identify the different roles and responsibilities of each, e.g. regarding supervision in changing rooms and entering bedrooms.

### Risk assessment

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Additional care and support is required when children are taken from their usual environment to away matches and other activities, such as training camps, especially if the trip involves an overnight stay. A **risk assessment** is recommended for any activity that involves taking children to a different venue/location. A sample risk assessment form can be found in the Child Safeguarding Toolkit.

The purpose of the risk assessment is not to find reasons to cancel a trip! It is to identify any potential risks in advance, so that action can be taken to remove them or reduce their impact. For example, the location of a hotel may not be safe for children, and if this is known in advance it might be possible to change to a different hotel. This helps ensure that the trip or activity is safe and fun. It is important to remember that if a trip or activity cannot take place safely, it should be cancelled.

### Trips and overnight stays

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In these guidelines, the term 'accompanying adult' is used to refer to adults accompanying children on trips. These adults could be club/organisation staff members, such as coaches, but may also include parents and other volunteers. An accompanying adult does not mean someone who is travelling in a personal capacity as a supporter; it refers to someone who has agreed to take on the responsibility to ensure that the trip is safe and enjoyable.

The guiding principle in all situations is that **the best interests of the child(ren) are of the utmost importance**. The way in which accompanying adults take care of children and teenagers should be appropriate to their age and maturity.

Accompanying adults play an important role in taking the primary responsibility for the safety and welfare of children in their care **at all times**. This starts from the time when the child leaves their parent/carer and only ends when they are safely handed



over to their parent/carer, or as agreed. It must be clearly communicated to parents at what point the responsibility for caring for their children ends in order to avoid any confusion. For example, it may be agreed that parents will collect their children from the club upon returning from a trip, or that children will be dropped off at the club grounds and then make their own way home.

**The best arrangement is where parents accompany their own children on trips.** This helps the parents feel and be part of the club/organisation. It also eases the burden of responsibility on clubs/organisations and reduces the risk of confusion regarding arrangements.

Ideally, and especially before an overnight trip, there should be a short meeting with parents and children to confirm the various arrangements for the trip or this information should be provided in writing. Parents should be given emergency contact numbers for those supervising the trip. It can also be useful to ask children to sign a behaviour code or help to develop one, so that they know what is expected of them on the trip.

**Parents must always give consent for their children to take part.** Basic medical and emergency contact information should also be obtained prior to the trip. Sample consent and medical forms are included in this document?. Depending on the location, it may be against the law for anyone other than a doctor or health professional to administer medications. Clubs/organisations need to determine what rules apply to their location.

### Role of accompanying adults

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In addition to the expected behaviour set out in the code of conduct, accompanying adults are responsible for:

- Ensuring the safety and well-being of children. This will mean carrying out a risk assessment in advance, including for transport and accommodation.
- Communicating with the parents before and during the trip, as necessary.
- Arranging or confirming all necessary details such as accommodation, destination, programme, competition details, kit and equipment list and transport, including making sure that vehicles are roadworthy and safe. Depending on the location, this could include ensuring that transport only takes place during certain (daylight) hours.
- Checking that consent forms have been signed by parents and children.
- Being aware of any special needs, including any medical requirements, impairments, access needs or medication. This will depend on the country, as in some countries there are strict rules about administering medication or giving medical treatment to children, and who can do this. In all cases, accompanying adults need

to be clear about any special needs and also have emergency contact numbers for parents.

- Checking that children have any necessary travel or identity documents or permits.
- Ensuring that all children have emergency phone numbers on them at all times during the trip.
- Being physically near the children and aware of their whereabouts at **all times**. Children must not be left unsupervised, even for short periods of time. This means that accompanying adults should not leave children alone in hotels in the evening.
- Not allowing children to leave the group with adults, including family members, unless this has been agreed in advance, and permission has been given by the child's parents.
- Being aware of children's physical and emotional needs and helping meet those needs as appropriate or making every effort to meet those needs.
- Making sure that the children and teenagers can communicate with other groups of children, for example by helping translate if children only speak local dialects or have communication difficulties.
- Keeping copies of parents' emergency contact numbers with them at all times and informing parents immediately of any problems.
- Reporting any concerns regarding the safety, protection and well-being of children to the child safeguarding focal point or management, including if children go missing.
- Administering the correct medication and dosage to children, if legal in the country in question and if agreed in advance by parents/carers.
- Not allowing children to stay alone overnight in any adult's room (except for family members) or sleep in the same bed as any adult.

### Emergency situations and medical emergencies

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- In the event of an emergency, a child's parents must be contacted immediately, or as soon as possible.
- In the event of a medical emergency, immediate medical help must be sought.





## 2.12 Template: Specific risk assessments (activities)

*Although a general risk assessment should be conducted every year, it is always useful to conduct a risk assessment when there is a specific event, such as an overnight trip or a tournament, as it is likely that there will be particular issues to consider.*

The items included in the template are suggestions only, and should be adapted to the specific nature of the event and the club/organisation. As with the general risk assessment, after the hazards have been identified, the specific risks to children should be pinpointed. For example, a lack of consent could result in children attending the event without their parents' permission. Each risk/concern should then be rated as high, medium or low, according to the likelihood of it occurring. The action required to manage/reduce the risk should be identified for each. If risks cannot be reduced and remain high, you should consider cancelling the event.

After the event has taken place, it is useful to review the risks to identify any lessons than can be fed into plans for future events.



Area of concern/ hazard	Risk to children	Risk level: low/ medium/high (L/M/H)	Action required/ solution	Action by when/ whom	Post-activity review/ les- sons learned
Consent forms signed and received					
Sufficient supervi- sion levels (supervi- sor-to-child ratio)					
Codes of conduct					
Travel arrangements					
Changing rooms/ toilets					
Location of hotel and accommo- dation, including distribution of rooms					
Boundaries and control of entry to site					
Safeguarding pro- cedures, including who to contact					
Emergency contact details and medical information					
Local medical facilities					
Communication with parents regar- ding permissions and arrangements					
Media consents and approvals					
Specific guidance for the event					





## 2.13 Guidance note: Online protection and safety

*Photographs, films, video clips and social media are a great way to publicise football activities and programmes. They can be used to celebrate achievements, promote activities and keep people updated. Footage might also be recorded for performance development and analysis.*

Risks for adults	Risks for children
<p>Their communication with children may be misinterpreted, leading to:</p> <ul style="list-style-type: none"><li>• Potential investigation</li><li>• Potential disciplinary action</li></ul>	<ul style="list-style-type: none"><li>• Inappropriate access to, use or sharing of personal details, e.g. names, email addresses or phone numbers</li><li>• Unwanted contact with adults with wrongful or questionable intent</li><li>• Being sent offensive or otherwise inappropriate material</li><li>• Online bullying</li><li>• Grooming for sexual abuse</li></ul>

### General principles

Think carefully about connections made online. Once someone is connected, sends a message or adds someone as a friend or follower, they can see everything posted unless care is taken with privacy settings. To be on the safe side, nothing should be posted on social media without permission. This includes direct messaging with children and posting comments on social media sites that could compromise the well-being of a child, cause him/her harm, or bring the association/club into disrepute.

Coaches and volunteers should not be online 'friends' with children in their teams using their personal social media. Group texts or messages that include parents or through a club/organisation webpage or chat facility should be used rather than personal pages such as Facebook. This keeps information safe and transparent. Everyone can see what is being said, and it is less likely that intentions will be misunderstood.

Messages, images or videos that are abusive, discriminatory or sexually explicit should never be posted online. All communication should be through parents or guardians where possible and unless agreed otherwise.

If abusive, discriminatory or sexually explicit messages or posts are received, they should be reported to the child safeguarding focal point. Anyone behaving in a way that could reasonably be viewed as inappropriate, in relation to the filming or photographing of children or the use of social media, should be reported. Any such materials received should NOT be sent to the focal point as this can be considered an offence under international law. Instead, the focal point should be alerted that such materials have been received.

In many cases, the best response is no response, as engaging in replies can escalate the situation. Do not delete messages or other materials until the focal point has been informed as they may be needed for evidence.

### Mainstream media

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It can be difficult to monitor and control the coverage that the mainstream media give to football. This is especially the case when they are not invited by clubs/organisations. However, when the media are invited, some guidance can be provided on how they can help safeguard children.

This includes:

- Making sure that parents and children give consent for the use of their photos/videos, and identifying any children who have not given permission to the media in advance;
- Informing the media that the organisation aims to create a safe, fun environment for all children, and explaining the commitment to safeguarding;
- Asking the media not to take photos of children that might be seen as exploitative or harmful, e.g. photos/videos of children who are undressed;
- Indicating restricted access areas and asking the media to respect them;
- Instructing the media not to enter changing facilities, under any circumstances;
- Asking the media not to publish children's private information, such as addresses.

# GOAL

# 3

Raising awareness





*Having comprehensive written safeguarding procedures is not enough to protect children. They need to be put into practice so that they become part of the organisation's culture.*

Goal 3 focuses on the importance of communication about the actions taken to safeguard children. This includes training and awareness-raising so that everyone involved in football has an understanding of safeguarding measures and principles and what they mean for their club/association.

Communication and awareness-raising is important both for those who work in football, as volunteers and staff (such as coaches, referees and medical staff), but also for children and parents. Children, parents, and community members need to be aware of the organisation's efforts to safeguard children so that they can feel confident that the issue is taken seriously. Children and parents also need to know when to report concerns.





### 3.1 Information on e-learning, training and mentoring

Having a child safeguarding policy and introducing procedures and preventative measures to avoid incidents is not enough to ensure that safeguarding works. Similarly, developing a plan of action for how to respond to a case of abuse is of little value if nobody knows how to recognise abuse or how to raise their concerns.

To put child safeguarding into practice and ensure it makes a positive difference, it is essential for all those involved in football to be aware of the importance of the issue and have the necessary knowledge to be able to both understand and implement the policies and procedures.

This can be achieved in a number of ways, including information leaflets, posters and guides, but also, most effectively, through training.

To help associations/clubs provide training, UEFA has developed a suite of online courses that align with the UEFA Safeguarding Toolkit. These e-learning courses can be accessed from any location; they are in English, French, German and Russian and present the necessary information on each topic in an interactive format, exploring case scenarios, with links to additional information.



### E-learning courses currently available

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**Awareness-raising** – This short course takes only 15 minutes to complete and outlines the concept of safeguarding, why it is important and UEFA's commitment to safeguarding. Since it is a foundation course, it is recommended to start here before going on to the other e-learning courses. It is suitable for anyone involved in football, including parents. Accessible on [www.uefa-safeguarding.eu/elearning-awareness](http://www.uefa-safeguarding.eu/elearning-awareness)

**Safeguarding for coaches** – This course takes approximately 45 minutes and is intended specifically for coaches. Acknowledging the central role that they play in safeguarding children, the course covers topics such as recognising signs of abuse, particular risk situations for children in a football environment and how to respond to safeguarding concerns. Accessible on [www.uefa-safeguarding.eu/elearning-coach](http://www.uefa-safeguarding.eu/elearning-coach)

**Safeguarding for staff** – This course takes approximately 30 minutes and is suitable for all staff and volunteers, except coaches who should complete the specialist course. It covers topics such as particular risk situations for children involved in football and how to report safeguarding concerns. Accessible on [www.uefa-safeguarding.eu/elearning-staff](http://www.uefa-safeguarding.eu/elearning-staff)

**Child safeguarding focal point** – This specialist course takes approximately 45 minutes to complete and is designed for those who are appointed child safeguarding focal points. Building upon the knowledge they acquire through either the coach or staff e-learning course, it covers key topics related to the focal point's responsibilities; for example, when it is necessary to refer a case to outside agencies, such as social services or the police, and how to handle the situation when children disclose that they have been abused. Accessible on [www.uefa-safeguarding.eu/elearning-csfp](http://www.uefa-safeguarding.eu/elearning-csfp)

# GOAL

# 4

Working with others  
and reporting concerns





*Although preventative actions (Goal 2) will reduce the likelihood of a child being harmed in a football environment, there may still be situations that cause concern. If this happens, it is important for organisations to know how to respond appropriately and ensure the child involved receives appropriate assistance.*

Goal 4 focuses on responding to safeguarding concerns and establishing how outside agencies should be involved. These include the police, child-protection organisations and social services, depending on the context. How cases are referred also depends on national/domestic laws, which may specify when and how child protection agencies should be involved.

Knowing how to report concerns about children is critical, and this includes having a channel for cases to be reported within the club/association and then, when necessary, referred to outside agencies. There is also the need to ensure that the information is kept confidential and records are maintained so that reports can be followed up to check that suitable action has been taken.





## 4.1 Template: Referral form

*This is a template for a referral form to report safeguarding incidents to outside organisations, such as the police or child protection services. If a referral is made by phone, a referral form should always be subsequently completed and sent, so that there is a written record.*

Note that some agencies require referrals to be made in a specific way, e.g. using a special form. Clubs/organisations should liaise with the relevant child protection services, such as police and social services, in their area to determine if referrals need to be made in a particular format. This should be done when developing the safeguarding procedures – it should not wait until a referral is needed.



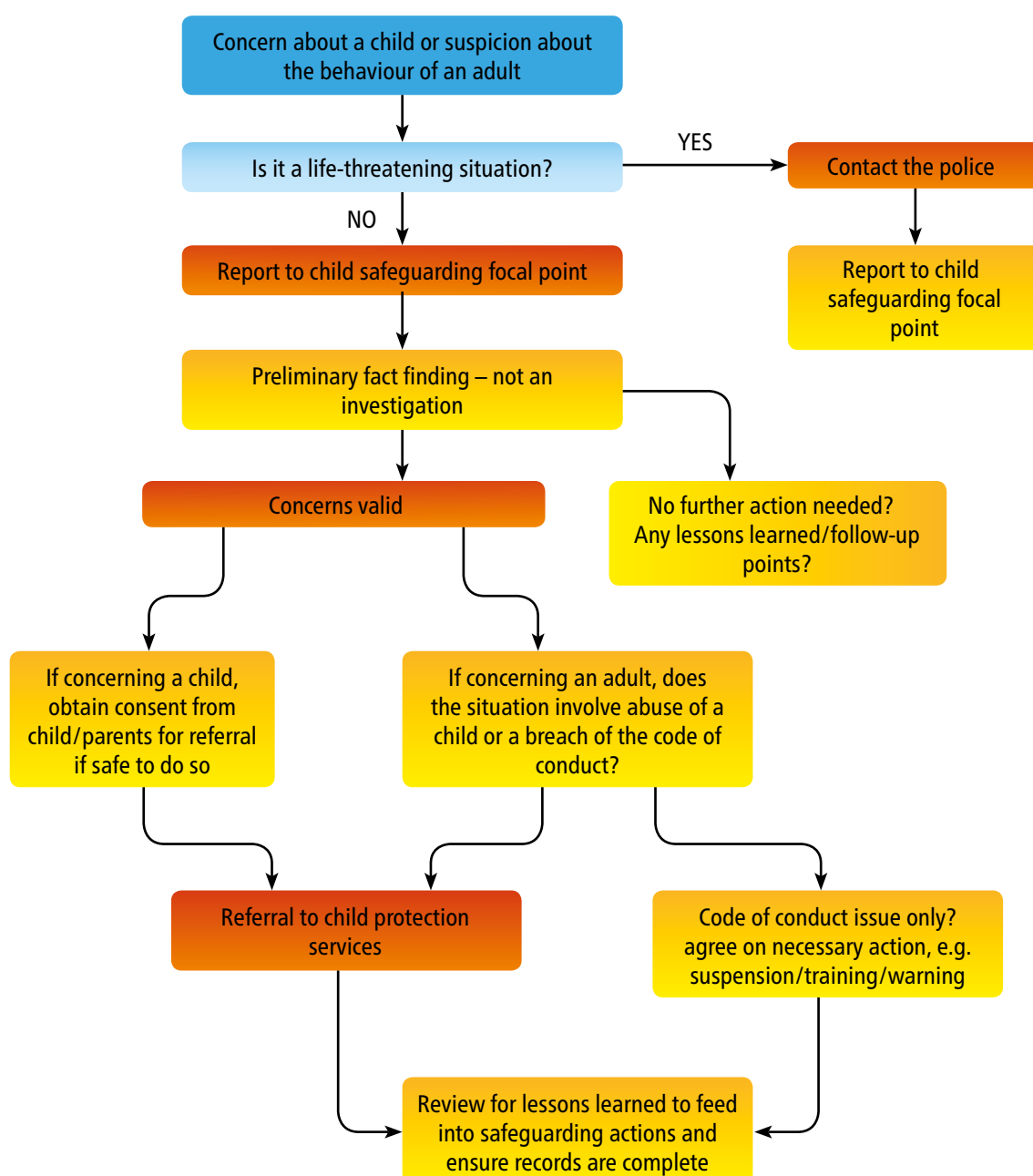
## Referral form: Child safeguarding concerns

<b>This referral concerns:</b> Possible abuse or concerns regarding the safety and wellbeing of a child: YES / NO Suspicion regarding an adult: YES / NO	
<b>Level of risk:</b> Immediate      High      Medium      Low	
<b>Details of child/person concerned:</b> Name: Age: Contact details:	Does the child/person concerned have any special needs?
<b>Names of parents/legal guardians of child and contact details:</b>	
<b>Name of the person and organisation completing this referral form:</b>  <b>Date of referral:</b>	<b>Name and contact details of the person and organisation referral made to:</b>
<b>What happened/reason for concern:</b>	
<b>Who else knows about the incident/concern? Were there any witnesses or was anyone else involved – if yes, give contact details</b>	
<b>What support has been given or action taken so far?</b>	
<b>If this referral is about a child, has it been discussed with the child and parents? If yes, what are their views? If not, why not?</b>	



## 4.2 Template: Referral flowchart

*This is a sample referral flowchart. These flowcharts are useful to show the pathway to handle cases of concern. It should be adapted by clubs/organisations to reflect the national context and discussions with local child protection services.*





# GOAL

# 5

Measuring success  
in safeguarding





*Child safeguarding is a journey. It is impossible to do everything at once, and even when all preventative safeguarding actions have been taken, measures need to evolve to take account of changes in the football environment.*

Goal 5 focuses on the need to periodically reflect on safeguarding measures and review progress towards implementing them. To help with this, the UEFA toolkit lists the key steps to reach bronze, silver and gold levels of safeguarding practice (see [Self-evaluation form](#) on page 23).

This periodic review also provides an opportunity to celebrate success and highlight examples of good practice that can be shared with other clubs/associations.





## 5.1 Action plan and progress form

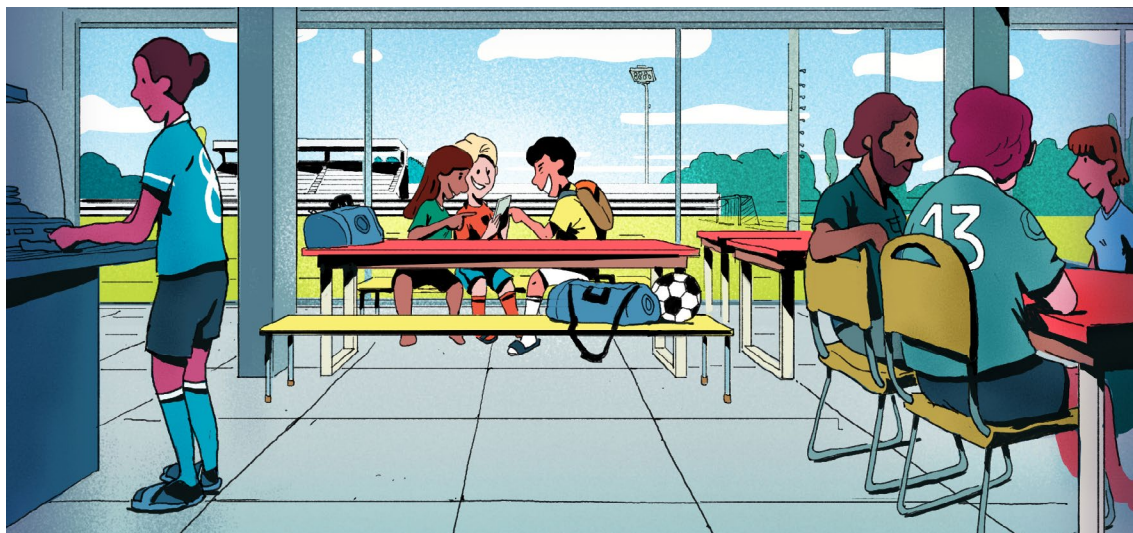
*This form can be used to plan the actions required to meet minimum child safeguarding requirements and to further develop safeguarding procedures. It should be completed annually, but reviewed regularly (every three months is recommended). The progress shown in the self-evaluation form should inform the actions required in this form.*

*The form is based on three levels of action:*

- **BRONZE** – MINIMUM required
- **SILVER** – Intermediate
- **GOLD** – Comprehensive safeguarding in place

*Reflecting the availability of resources, there are different requirements for clubs/organisations and grassroots organisations as shown below. Clearly it is not possible to complete all the actions at once, so clubs and organisations should prioritise those that allow them to complete one level at a time, starting with bronze and finishing with gold.*

*Other actions can be added to record and acknowledge those that exceed requirements. For example, a club may set up a young players group to review safeguarding or to contribute to the development of procedures, or a large club may decide to establish a peer group of children who can support each other and encourage reporting of incidents and concerns.*



ACTION AND PROGRESS				Date plan/review completed: Those involved in the development of the plan:					
Action	For grassroots organisations			For other clubs			Plans for the coming period		
	Bronze	Silver	Gold	Bronze	Silver	Gold	Action required	Action planned	By whom/when
<b>CHILD SAFEGUARDING POLICY (CSP)</b>									
Statement of commitment to CSP									
CSP signed and approved									
CSP reflects laws and procedures in the country, e.g. definitions of abuse									
CSP produced in different formats, e.g. for children, parents									
CSP developed/ reviewed in conjunction with parents, children, and staff									
<b>CHILD SAFEGUARDING FOCAL POINT (CSFP)</b>									
CSFP nominated/named									
CSFP trained									
CSFP contact details widely publicised									
CSFP given specialist/ ongoing training OR recruitment of child safeguarding specialist									
<b>STAFFING/VOLUNTEERING</b>									
Safer recruitment/ employment checks/ procedures									
Safer recruitment/ employment checks conducted in line with procedures for all staff									
Training/orientation on child safeguarding and CSP provided to all staff and volunteers									
Update/refresh training provided to all staff/volunteers on child safeguarding and CSP									
Code of conduct signed by staff and volunteers									





ACTION AND PROGRESS				Date plan/review completed: Those involved in the development of the plan:					
Action	For grassroots organisations			For other clubs			Plans for the coming period		
	Bronze	Silver	Gold	Bronze	Silver	Gold	Action required	Action planned	By whom/when
Code of conduct developed by staff/volunteers/children									
Specific codes of conduct for children and parents									
<b>ENGAGEMENT WITH CHILDREN AND PARENTS</b>									
Child safeguarding orientation/training provided for children									
Child safeguarding orientation/training provided for parents									
Awareness-raising materials on child safeguarding produced in child-friendly formats									
Code of conduct for parents signed by parents									
Code of conduct developed and signed by children									
Children and parents know how to contact CSFP/raise concerns									
<b>ENGAGEMENT WITH PARTNERS AND SUPPLIERS</b>									
CSP incorporated into partnership and supplier agreements									
Awareness-raising/training provided for partners and suppliers									
<b>WORKING SAFELY</b>									
General risk assessment undertaken									
Risk assessment undertaken for activities									
Clear process for cancelling activities where not safe, e.g. when should be done									
Consent forms signed by parents and children									

ACTION AND PROGRESS				Date plan/review completed: Those involved in the development of the plan:					
Action	For grassroots organisations			For other clubs			Plans for the coming period		
	Bronze	Silver	Gold	Bronze	Silver	Gold	Action required	Action planned	By whom/when
Procedure/policy regarding supervision and overnight trips									
Procedure/policy regarding use of technology and social media									
Procedure/policy regarding changing rooms, treatment, etc.									
Procedure/policy for media									
Procedures developed in conjunction with parents and children									
<b>RESPONDING TO CONCERNS AND WORKING WITH OTHERS</b>									
Procedures on how/when to refer a concern, e.g. referral flowchart in place									
Names and contact details of agencies to report cases to on file/available									
Coordination/agreement with agencies regarding reporting procedures									
Specialist agencies identified to give safeguarding advice as needed									
Reports of concerns/referrals recorded and kept secure/confidential									
Follow-up of cases referred undertaken/ongoing liaison									
<b>MONITORING OF PROGRESS</b>									
Action plan for improving child safeguarding developed and agreed									
Action plan for improving child safeguarding regularly reviewed and updated									



ACTION AND PROGRESS				Date plan/review completed: Those involved in the development of the plan:					
Action	For grassroots organisations			For other clubs			Plans for the coming period		
	Bronze	Silver	Gold	Bronze	Silver	Gold	Action required	Action planned	By whom/ when
Child safeguarding actions reviewed (self-evaluated) regularly									
Learning from child safeguarding incidents fed into revised procedures and processes									
Outside/independent evaluation of CS procedures and processes									

# CHILD SAFEGUARDING TOOLKIT FOR UEFA MEMBER ASSOCIATIONS

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