



Move4Life

Keeping Move4Life Participants Safe

Facilitators and parents should always act in the best interests of children and young people ensuring they are safeguarded, and that they have a safe, positive, and enjoyable experience of physical education, sport, or physical activity.

In this section we provide guidance on keeping children and young people whilst they are participating in physical education, sport, or physical activity. This includes keeping participants safe from accidental harm (health and safety) and from non-accidental harm (safeguarding).

Facilitators and parents should understand both health and safety and safeguarding and should conduct assessments regularly in respect of potential risks to children and young people participating in physical education, sport, or physical activity.

Children and young people should also be made aware of risks to their wellbeing, know how to avoid potential physical risks, know what constitutes acceptable behaviour towards them by their peers or adults, and know how to raise concerns with a trusted adult.

Contents

Keeping Move4Life Participants Safe	1
Contents	1
Health and Safety Guidelines	2
Safeguarding Guidelines	2
Online Safeguarding Guidelines	8
Further Information	10

Health & Safety Guidelines

The health and safety of children and young people participating in Move4Life sessions should be a priority for facilitators and parents/guardians. Facilitators and parents/guardians should conduct risk assessments to ensure that the field of play, equipment, participant's attire, weather conditions, etc, do not pose any risk to children and young people undertaking physical education, sport, or physical activity.

Risk assessments seek to identify the risk, the likelihood of the participants health and safety being impacted, the severity of the risk should an accident or incident occur, and the measures required to be taken to mitigate the risk. The more likely an accident occurring and the more severe its impact the more important mitigation of the risk.

Example:

Risk Identified	Likelihood	Impact	Mitigation
Wet floor presents the risk of participants slipping and being injured.	High	Severe	Coach/Officials should dry the floor using brooms or towels and ensure the floor is dry before physical activity commences.

Risk assessment is an ongoing process which should be conducted before every session and a record kept of each risk and steps taken to mitigate the risk. As risks may arise during a session it may be necessary to stop sessions to mitigate a newly identified risk.

Risks will also exist within the home environment which is designed for living not performing physical activities. Parents need to ensure that potential hazards are removed so that there is minimal risk to a child or young person's health or safety. It may be necessary to remove items from an area where you hope to practice a physical activity to make it safe. It may also be necessary to adapt the activity to the environment. Using the TREE framework will help you decide how to adapt activities and make them safer.

Safeguarding Guidelines

Every child or young person deserves to be safe and secure when taking part in physical education, sport, and physical activity. They have a right to participate in a safe and inclusive environment free from abuse, harassment, or exploitation.

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Safeguarding is everyone's responsibility, regardless of the country we are from or our role in physical education, sport, or physical activity. This means that when children or young people are in our care, we have a duty to safeguard them, without exception.

Facilitators and parents should always act in the best interests of children and young people ensuring they are safeguarded, and that they have a positive and enjoyable experience of physical education, sport, or physical activity.

Definitions

The following definitions are drawn from the International Safeguards for Children in Sport.

Child: a person under the age of 18 years.

Child abuse: an act or omission that harms a child (in other words, an individual may abuse a child directly, or may be indirectly responsible for abuse because he/she fails to prevent another person from harming that child). It can be physical, emotional, sexual or by neglect. It can take place in person or online. Although typically thought of as an adult mistreating a child, children can also harm other children, especially in relation to bullying.

Safeguarding: the action taken to ensure that all children are safe from harm when involved in physical education, sport, or physical activity. It means proactively doing everything possible to minimise risk and prevent the abuse of children.

Child protection: refers to the action taken in response to a specific concern for a child or children who may be suffering or at risk of suffering harm or abuse. Child protection is an essential part of safeguarding and requires referral to specialised child protection services, law-enforcement agencies and expert local organisations who are trained to advise on and manage cases, if concerns arise.

Safeguarding Policies & Measures

Facilitators and parents should know if their physical education, sport, or physical activity organisation has in place a child protection or safeguarding children policy and should:

- Adhere to the safeguarding policies of their organisation.
- Facilitators should be vetted as being suitable to work with children.
- Understand the different types of child abuse, harassment, and exploitation.

- Know how to respond appropriately to concerns of child abuse, harassment, and exploitation. This includes knowing who to contact if you are worried about the well-being of a child.
- Know how to conduct themselves when teaching/coaching sport and physical activity to create a safe, inclusive, and positive environment for children to participate in physical education, sport, or physical activity.

Types of Harassment, Abuse and Exploitation

Physical abuse is deliberately physically hurting a child and includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. It mainly involves hitting (“smacking”, “slapping”) children with the hand or with an implement – a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, punching, kicking, shaking, throwing, scratching, pinching, biting, or burning them or breaking their bones.

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development. Emotional abuse may involve deliberately telling a child that he/she is worthless, or unloved and inadequate. It may include not giving a child the opportunity to express his/her views, deliberately silencing him/her, or “making fun” of what he/she says or how he/she communicates. Emotional abuse often occurs as a pattern of deliberate, prolonged, repeated non-physical behaviour within a power-differentiated relationship. Emotional abuse may involve bullying – including online bullying through social networks, online games, or mobile phones – by a child’s peers.

Bullying (or cyberbullying if conducted online) is unwanted, repeated, and intentional, aggressive behaviour usually among peers, and can involve a real or perceived power imbalance. It can include actions such as making threats, spreading rumours or falsehoods, attacking someone physically or verbally and deliberately excluding someone.

Neglect is the failure to provide for a child’s basic needs when those responsible for their care have the means, knowledge and access to services to do so, whether it be adequate food, clothing, hygiene, supervision or shelter, that is likely to result in the serious impairment of a child’s health or development. It also includes failure to protect a child from exposure to danger.

Sexual abuse is the inducement or coercion of a child to engage in any unlawful sexual activity. It occurs when adults exploit children sexually for their own gratification. It may involve physical contact, such as assault by penetration (for example, rape) or nonpenetrative acts, such as kissing, rubbing, and touching children’s private body parts.

Sexual abuse does not necessarily involve contact; examples include involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse by gaining their trust (including via social media). In most cases, the perpetrator is a person the child knows and trusts with sexual abuse often perpetrated in isolated, one-on-one situations.

Sexual harassment encompasses a continuum of unacceptable and unwelcome behaviour and practices of a sexual nature that may include, but are not limited to, sexual suggestions or demands, requests for sexual favours and sexual, verbal or physical conduct or gestures, that are or might reasonably be perceived as offensive or humiliating.

Code of Conduct

Facilitators (teachers, coaches, activators) play an essential role in contributing to the physical and social development of children and young people participating in physical education, sport, or physical activity. As such, they have a duty of care to create a safe, inclusive, and positive environment for all. It is important that all those involved in physical education, sport and physical activity programmes respect the rights and well-being of children and young people.

Facilitators and parents/guardians delivering Move4Life sessions are asked to adhere to the following code of conduct:

As a member of staff, volunteer, or parent, I will promote good practice and:

- Ensure physical education, sport and physical activities are fun and enjoyable experiences.
- Complete basic safeguarding awareness training.
- Respect the rights, dignity and worth of every child or young person without discrimination on account of age, race, skin colour, ethnic, national or social origin, gender, disability, language, religion, political opinion or any other opinion, wealth, birth or any other status, sexual orientation or any other reason.
- Always report any concern of poor practice or abuse immediately to the person responsible for safeguarding in the organisation or appropriate authorities. I acknowledge that I must report any concerns I may have – no action is not an option.
- Lead by example when it comes to good sportsmanship and be a role model for children and young people and young people – this includes not drinking alcohol, taking drugs, or using foul, racist, homophobic or other discriminatory language in the presence of children or young people.
- Respect my position of trust and maintain appropriate boundaries with children and young people.
- Work in an open environment and avoid spending time alone with children or young people away from others.
- Arrive in sufficient time to set up activities and ensure that risk assessments are undertaken as necessary for all activities, programmes, and events involving children and young people.
- Ensure children or young people are safe by supervising appropriately and using safe training methods and techniques.
- Never engage in bullying behaviour.
- Challenge any form of bullying behaviour among and towards children or young people.
- Communicate in a constructive, age-appropriate manner with children and young people, never humiliating them.
- Provide meaningful opportunities that empower children and young people to share in the decision-making process.

- Never condone rule violations, any form of violence or the use of prohibited substances.
- Ensure that confidential information is not divulged unless with the expressed approval of all those concerned or where a case warrants disclosure to relevant authorities.

I will never

- engage in or allow any verbal, physical or sexually provocative games with or inappropriate touching of children and young people (contact with buttocks, genitals and breasts will be avoided).
- engage in any sexual relationship with any participants under 18 years of age, including making sexually suggestive comments to a child.
- groom or exploit a child for personal and financial gain.
- engage in inappropriate use of social media – this includes engaging children and young people in private social media conversation and never posting comments that could compromise their well-being or cause them harm.
- reduce a child to tears or scare or humiliate him/her as a form of control.
- intentionally physically hurt or threaten to hurt a child.

Adult to Child Ratios

It is important to check if there is any legislation or guidelines in your country that advise on adult to child supervision ratios. If there is no specific guidance on this in your country, the following adult-to-child ratios are a good guide to help keep children safe:

- when working with children between six and eight years of age, a ratio of one adult to 16 children and young people should be adhered to.
- when working with children between nine and twelve years of age, a ratio of one adult to 20 children and young people should be adhered to.

If young people are helping to supervise younger children, only those aged 18 or over should be included as adults when calculating adult to child ratios. All activities should always be planned to involve at least two adults.

The following factors should also be taken into consideration in deciding how many adults are required to safely supervise children and young people:

- the number of children involved in the sport or physical activity.
- the age, maturity, and experience of the children.
- whether any of the members of staff, volunteers or children have a learning or physical disability or special requirements.
- whether any of the children have challenging behaviour.
- the hazards associated with the sport or physical activity.
- the hazards associated with the environment.
- the level of qualification and experience of the members of staff and volunteers.
- the full programme of physical education, sport, or physical activity.

Important to Remember

- Parents can work with their own children but should follow these guidelines when working with other children.

- There should always be at least one adult per group of children of the same sex as the children involved.
- There should always be at least one adult of each sex with mixed groups.
- All activities should be planned to involve at least two adults.
- Adults should avoid being left alone with children.
- All adults working directly with children should be subject to safe recruitment processes, sign up to the code of conduct and have completed safeguarding awareness training.

Changing Rooms and Showering Facilities

Children and young people are particularly vulnerable in changing areas due to various stages of dress/undress and because they are less supervised than at many other times. The risk of child-to-child problems, such as bullying, is also present when facilitators are not supervising.

Facilitators should consider:

- Where facilities are used by both adults and children at the same time, there must be access to separate changing, showering and toilet areas.
- Under no circumstances should adults be undressed in front of children in changing rooms.
- Adult staff and volunteers must not change or shower at the same time as children using the same facilities.
- For mixed- gender activities, separate facilities must be available for boys and girls.
- 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 do so at home.
- If disabled children and young people need to use facilities, make sure they are accessible, and the disabled child and his/her carer are involved in deciding if and how they should be assisted. Make sure the child can consent to the assistance that is offered.
- The use of mobile phones and/or photographic equipment with video recording capabilities by facilitators and children themselves should be prohibited in general and should not be used under any circumstance in changing rooms.
- Where no changing facilities are available, children and their parents or guardians should be made aware of this prior to practice and advised to make alternative arrangements and take appropriate additional clothing.
- Parents should be discouraged from entering changing rooms unless it is necessary. In such circumstances, only a parent of the same sex as the children may enter the changing room and he/she should let the facilitator know about this in advance. At least one facilitator of the same sex as the children involved should be present with the parent when other children are in the changing room.
- Adult staff and volunteers, especially those of the opposite sex, should not be in the changing room when children are undressed.

Information for Children and Young People

Age-appropriate information should be given to children to empower them so that they know who to speak to if they have any concerns. It is important they understand that they have the right to:

- have fun and develop their sports skills and physical fitness.
- feel safe and happy.
- be protected from bad behaviour, from adults or other children.
- talk and be listened to, especially if they have concerns or do not feel safe.
- know where to go for help or who to talk to if they are scared or worried about something.
- be looked after if there is an accident or injury.

In facilitating this discussion with children, decide who would be the best person to lead this conversation. It may be the organisation's safeguarding officer (or equivalent), or another staff member, or an expert NGO partner. Always ensure that at least two experienced adults conduct the session together. It is important children know that if they are worried about something, or if they do not feel safe, there are many people who can help. Encourage them to always talk to an adult whom they trust.

Online Safeguarding Guidelines

Online platforms such as Move4Life are useful sources of information for facilitators of physical education, sport, and physical activity as well the children and young people who participate.

Going online poses unique safety risks for children and young people. There is 24/7 access to the internet and social media that makes it much easier for children or young people to be subjected to, or become involved in, negative behaviour and it may be more difficult to get away from.

Risks include:

- cyberbullying by peers and people that the young person may consider as 'friends' which can include negative comments or reactions to a young person's sporting performance or achievement
- being encouraged to create or share inappropriate or harmful material of themselves or others, including sexting (exchanging sexual images or video)
- making themselves identifiable by posting personal details on social media such as the school or sports club they attend or even their home address
- encouragement to take part in violent or harmful behaviour
- communicating with people they do not know, including potentially dangerous individuals
- communicating directly with staff or other adults in an inappropriate way
- the risk of online grooming

Advice for Facilitators

- Get parent/guardian permission for each type of online communication you use with young people including this Moves4Life application. If you are asking the young people you work with to go online to access Move4Life at home sessions, get permission from parent/guardian to do so.
- Should you need to communicate with a young person online, always copy their parent/guardian or another adult in on each communication. This includes notifying them with dates, times, and links to individual virtual sessions.
- Just as when you meet with young people at the sports field, one-on-one virtual interactions must be observable and interruptible and require written consent.
- Be transparent and professional in all communication with young people and parents/guardians.
- Abusive behaviour is prohibited whether it happens in person or online. Child abuse, sexual misconduct, emotional misconduct, bullying, hazing, and harassment that happens online should be reported just like it would if it happened in person.
- If you are checking in on the mental health of the young people you work with keep your communication professional.
- Ensure links to virtual meetings, hangouts, and other gatherings are not shared publicly and are password protected. Remind participants not to forward the links to anyone outside of the training group without your permission. Adjust settings to ensure you initiate the meeting before participants can join.
- Be mindful that any video sharing, live streaming, and chat sites you use are secure and have privacy settings to limit who can post and view content. Make sure you are following the program's security guidelines and are using the most up-to-date version.
- Reinforce group expectations about respectful communication and online behaviours. Young people should not engage in abusive behaviours such as sexual misconduct, emotional misconduct, cyberbullying, hazing, or harassment.
- Keep physical safety in mind when suggesting young people use the Moves4Life at home activities. Remind young people to take regular safety precautions like proper hydration and breaks. Teach them how to create a safe space to practice so that they do not injure themselves on walls or furniture. Pay attention to workout safety for athletes with disabilities.
- Share physical and online safety tips for virtual classes/training with young people and parents/guardians when applicable.
- School and sports may be the only safe places for some young people – look for warning signs of violence and abuse. Provide emotional support and report any suspected or known child abuse.
- If you are using a webcam whilst coaching online make sure you are in a common area of your home such as the living room or dining room, rather than a private area such as a bedroom or bathroom. Ask your young participants to do the same.
- Copy another adult (another coach or parent/guardian) if you send technique or training videos to athletes. If you request the young people to send videos to you, make sure they copy another adult as well.
- Virtual coaching sessions or live stream videos must be observable and interruptible by another adult, such as another coach or parent/guardian. Keep doors open and wear

appropriate clothing. Get parent/guardian permission for individual virtual lessons and give them the link and time/date information.

Advice on Working with Children Online

- Make sure you have parent/guardian permission for each type of electronic communication you use. If you already have permission to use one app with athletes, you still should get permission for each additional app you use.
- Do not communicate one-on-one with individual children over personal text or social media accounts. Team apps and virtual groups are a good way to stay connected without crossing boundaries.

Advice for Parents/Guardians

- Reinforce family values and your expectations regarding appropriate behaviour. Talk about how you expect your child to behave and how they should expect to be treated by others.
- Learn about the online apps and websites your child is using, including how to control the privacy settings.
- Provide your children with clear guidelines about use of technology in your family's context. Set parameters around unsupervised use of technology.
- Talk with your child about the potential for peer-to-peer abuse and adult-to-child abuse.
- If your child uses webcams (especially during private coaching sessions) use a common area or a room with the door open. Bedrooms or bathrooms are discouraged. Make sure your child is aware of what and who is visible in the webcam or video shot. Cameras should also be covered when not in use.
- Maintain open lines of communication with your child and pay attention to their emotional state. Staying connected with friends and teammates is incredibly important for their mental health but can also open the door to abusive behaviour. Even if you are with your child all day, ask them about their day and check-in with them.

Advice for Children and Young People

- Physical Education, Sport and Physical Activity can be fun – it gives you the opportunity to make new friends, try out new activities and surprise yourself with what you can do.
- But for a few children, the fun is spoilt by adults, or even other children or young people, who do or say things during sporting activities that hurt or frighten them.
- This can happen during face to face communication or during online communication.
- What these children or young people are experiencing may be **abuse**. And they may feel they have no one to talk to about it or that no one will listen to them or take what they say seriously.
- If something is worrying you do not keep it to yourself. Tell an adult that you trust as soon as possible what is worrying you. This might be a parent or someone else in your family, your coach, teacher, school counsellor, your doctor or school nurse.
- If your sports organisation has a safeguarding or welfare office find out who they are and tell them about your worries.
- Make sure you are not alone again with the person who has tried to harm you either in person or online.

Further information

Further information on safeguarding children in sport:

International Safeguards: <https://www.unicef.org.uk/sport-for-development/safeguarding-in-sport/>

FIFA Guardians: <https://resources.fifa.com/image/upload/toolkit-fifa-guardians.pdf?cloudid=nz1lyz3ykaioy7gwfmgs>

Safe to Learn: <https://www.end-violence.org/safetolearn>