



APPENDIX 08

RISK ASSESSMENT GUIDE FOR MAs

This risk assessment guide considers the potential for harm to come to children whilst they are participating in football. In order to help mitigate risks, templates for an organisational-level risk assessment and an activity-by-activity risk assessment follow. Both refer to the possible risk of abuse and not general health and safety risks (these should be covered under separate health and safety rules set by the association and/or government). You can adapt this assessment to your context as necessary.

Explanation of terms used:

- **Potential risk of harm to children** - identified risks of harm to children whilst

accessing football activities or programmes.

- **Likelihood of harm happening** - the likelihood of the risk occurring: low, medium or high. Note that if risks are high, the activity should be modified or cancelled.
- **Required policy, guidance and procedure document** - indication of the policy, guide or procedure required to alleviate the risk.
- **Responsibility** - who is responsible? Indicate where the responsibility for alleviating the risk lies.

POTENTIAL RISK OF HARM TO CHILDREN	LIKELIHOOD OF HARM HAPPENING: LOW/MEDIUM/HIGH (L,M,H)	REQUIRED POLICY, GUIDANCE OR PROCEDURE DOCUMENT	WHO IS RESPONSIBLE FOR HANDLING THIS ISSUE?	FURTHER ACTION REQUIRED
PERSONNEL				
Recruitment of inappropriate people working directly with children	e.g.H	<ul style="list-style-type: none"> • Safeguarding policy • Safe recruitment and screening process • Safeguarding training • Sign code of conduct 		<i>E.g. proof of qualifications to be confirmed</i>
Lack of training on safeguarding for coaches	e.g.H	<ul style="list-style-type: none"> • Safe recruitment and screening process • Training on safeguarding for all coaches • Sign code of conduct 		<i>E.g. proof of qualifications to be confirmed</i> <i>E.g. safeguarding course for coaches to be completed. Coaches sign the code of conduct</i>

POTENTIAL RISK OF HARM TO CHILDREN	LIKELIHOOD OF HARM HAPPENING: LOW/MEDIUM/HIGH (L,M,H)	REQUIRED POLICY, GUIDANCE OR PROCEDURE DOCUMENT	WHO IS RESPONSIBLE FOR HANDLING THIS ISSUE?	FURTHER ACTION REQUIRED
Volunteers' lack knowledge of and training on safeguarding	e.g.H	<ul style="list-style-type: none"> • Safe screening process • Safeguarding training • Signing code of conduct 		<i>E.g. reference check volunteers</i>
Other adults with access to children – e.g. security, medical staff	e.g.H	<ul style="list-style-type: none"> • Safeguarding training • Sign code of conduct 		
COMPLAINTS & DISCIPLINE				
Concern about behaviour of some adults towards children	e.g.H	<ul style="list-style-type: none"> • Safeguarding training • Clear MA complaints & disciplinary process • Guidance on dealing with concerns about a child 		<i>E.g. report concern to safeguarding officer Immediate action needed</i>
Absence of a complaints & disciplinary process within the MA	e.g.H	<ul style="list-style-type: none"> • Clear MA complaints & disciplinary process • Guidance on dealing with concerns about a child 		<i>E.g. ongoing review within the MA Greater communication required on where to report concerns</i>
Complaints not being dealt with seriously	e.g.M	<ul style="list-style-type: none"> • MA complaints & disciplinary process 		<i>Ongoing review within the MA</i>
REPORTING PROCEDURES				
Lack of knowledge of organisational and statutory reporting procedures to local authorities/agencies	e.g.H	<ul style="list-style-type: none"> • Safeguarding policy • Guidance on dealing with concerns about a child 		<i>E.g. map out and establish partnerships with referral agencies Make reporting procedures widely available and publicise list of local agencies and organisations</i>

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No safeguarding officer appointed (or focal point) for safeguarding in the MA		<ul style="list-style-type: none"> Safeguarding policy Safeguarding officer/focal point role description/terms of reference Safeguarding training 		<i>E.g. appoint and widely publicise name of contact person</i> <i>Train him/her in the safeguarding role</i>
Not clear who children should talk to or report to if they have concerns		<ul style="list-style-type: none"> Put up the name(s) of the focal point and inform children of the person's name and his/her role 		<i>E.g. widely publicise name of contact person</i> <i>Train him/her in the role</i>
FACILITIES AND ACCOMODATION				
Unauthorised access to children's play & practice areas and to changing rooms, showers, etc.	e.g.H	<ul style="list-style-type: none"> Safeguarding policy Code of conduct 		Clarify responsibilities before session starts Review and enforce policy in changing and shower areas
Children sharing same facilities and accommodation with adults	e.g.H	<ul style="list-style-type: none"> Safeguarding policy Safe recruitment for all those who work directly with children Code of conduct Safeguarding training 		<i>E.g. plan with management to create a safe environment in shared facilities</i> <i>Check local health and safety legislation/guidelines and standards</i>
TRANSPORT AND TRAVEL				
Transporting children between venues/training is not safe	e.g.M			
Safeguarding checks have not been carried out on any drivers	e.g.H	<ul style="list-style-type: none"> Safe recruitment for all those who work directly with children Code of conduct 		
No guidance for travelling and trips away	e.g.M	<ul style="list-style-type: none"> Guidance on planning and organisational arrangements 		

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COMMUNICATIONS AND SOCIAL MEDIA				
Inappropriate use of social media and communication by under -18s		<ul style="list-style-type: none"> Children’s code of conduct 		<i>Ongoing review</i>
Inappropriate use of social media and communication by adults with under-18s		<ul style="list-style-type: none"> Staff and volunteers’ code of conduct Guidance on communication 		<i>Ongoing review</i>
GENERAL BEHAVIOURAL ISSUES (child to child, or adult to child)				
General behavioural issues		<ul style="list-style-type: none"> Code of conduct for adults and children 		<i>E.g review and discuss the code(s) of conduct with adults and children Sign code of conduct</i>

This risk assessment was discussed and completed by (.....) on/...../2019

Signed:.....

Name:.....

Role:.....

Date:.....

Risk assessment template (activity level): to be completed at the start of every new project/activity

WHAT CONTACT WILL YOU HAVE WITH CHILDREN/YOUNG PEOPLE THROUGH THIS WORK/PROJECT?	WHAT POTENTIAL RISKS TO CHILDREN/YOUNG PEOPLE CAN YOU IDENTIFY?	WHAT STEPS WILL YOU TAKE TO MITIGATE THESE RISKS?	WHO IS RESPONSIBLE FOR ENSURING THIS ACTION IS TAKEN?	PLEASE CONFIRM DATE WHEN THE ACTION WAS COMPLETED
<ul style="list-style-type: none"> • Will the contact be face to face and/or online/digital • What activities will children be involved in? • Will the children be photographed, filmed or asked to share their stories? • Will parents/carers be present or are staff/volunteers acting <i>in loco-parentis</i>? 	<ul style="list-style-type: none"> • Are there any risks inherent in these activities? • Who will be present? • Will these people be MA staff/volunteers or third parties? • What will the environment be like? • What physical or emotional issues may arise? 	<ul style="list-style-type: none"> • What have/will you include in your safeguarding planning? • Who is your designated safeguarding contact for this activity? • What support will be available for the children present? • How will concerns be managed should they arise? • What safeguarding information will everyone involved receive at the start of the activity? 		
<p>Please confirm that this risk assessment has been copied to the safeguarding officer or focal point in the MA.</p>			<p>Your name and role:</p> <p>.....</p>	



APPENDIX 17

GUIDANCE ON MONITORING AND EVALUATION

What does monitoring and evaluation mean in terms of safeguarding within an MA?

Monitoring is the process of collecting, analysing and using information regularly to track progress towards keeping children safe in football. Evaluation is more of a systematic assessment of an activity, project, policy or operational area of performance (e.g. training) to see if it has achieved its objectives, and to guide future management decisions.

The ongoing monitoring of your policy, recruitment practices, training and other safeguarding measures is a really important part of the overall implementation process.

The below table may help you think about the information needed and different questions to ask as part of monitoring and evaluation efforts. This could be done through a survey, group discussions during a workshop or training, interviews with different stakeholders, consultations with children after a programme has been completed, etc. The most effective method will depend on your context. The safeguarding officer should work with local partners to conduct regular monitoring and evaluation to ensure everyone understands the following:

- What is safeguarding?
- Why is safeguarding important/why are you doing it?
- Who is responsible for safeguarding? (i.e. everybody)

Monitoring and evaluation sample questions

SAFEGUARDS	POSSIBLE INFORMATION TO COLLECT
<p>Policy</p>	<p>Was the policy developed in a consultative way with relevant authorities, expert agencies, and key stakeholders, including with children (with support from local organisations), and was it adopted by the executive committee or council?</p> <p>Do you know about the MA's safeguarding policy and what it means for you?</p>

SAFEGUARDS	POSSIBLE INFORMATION TO COLLECT
<p>Recruiting, training and communicating</p>	<p>Is there an identified member of staff who is tasked with the responsibility of safeguarding?</p> <p>Is this person supported in his/her role, including by an expert advisory group and/or a safeguarding steering group or some form of oversight body?</p> <p>Have all new staff who work directly with children received a background and reference check?</p> <p>Have all new staff signed the code of conduct for their role?</p> <p>Do we provide a regular training programme on safeguarding, for example, to all coaches and volunteers? Is safeguarding training included as part of coach licensing?</p> <p>How many people have been trained in safeguarding this year?</p> <p>Is there an up-to-date list of those who have completed the safeguarding course and the dates when they were completed?</p> <p>Have staff who have not yet completed the course been notified that they must do so?</p>
<p>Minimising risk (see also risk assessment guide for MAs)</p>	<p>Do you know how to minimise risk to children in your role or for a specific event? For example:</p> <ul style="list-style-type: none"> - for away trips and tournaments? - for the appropriate use of social media and photos? - in youth academies? - when transporting children?

SAFEGUARDS	POSSIBLE INFORMATION TO COLLECT
<p>Reporting and responding to concerns</p>	<p>Would you know what to do if you had a concern about a child?</p> <p>Do you know who to report your concern to?</p> <p>Do children know where to go if they have concerns?</p> <p>Are you clear in understanding that it is not your responsibility to decide if abuse may have occurred but that it is your responsibility to act and report it?</p> <p>How many cases have been reported this year?</p> <p>Were they poor practice concerns or abuse?</p> <p>What were the outcomes and lessons learnt from this?</p> <p>Is there a confidential process for dealing with all complaints, concerns or allegations?</p>
<p>Advice and support</p>	<p>Do you feel supported in your safeguarding role?</p> <p>What further information or educational training would be of use?</p> <p>Has safeguarding training been evaluated to see if it is relevant and useful to specific roles within football?</p>