

International Training and Development Framework for Safeguarding Leads in Sport



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INTERNATIONAL SAFEGUARDS
FOR CHILDREN IN SPORT

Acknowledgments

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Introduction

The International Training and Development Framework for Safeguarding Leads in Sport (the Framework) has been designed to provide a clear training and development pathway to support those involved in safeguarding in sport at local, regional, national, or international level. The Framework recognises that whilst the role of the Safeguarding Lead will vary across organisations, the overall aim of safeguarding training is the same; to make sport safer for children and adults by supporting safeguarding professionals, trainers, and organisations to carry out their roles to the best of their ability. The Framework has been developed in consultation with key stakeholders around the world.

The Framework is designed for:

- **Learners** – those who work or volunteer in safeguarding in sport:
to be able to identify gaps in their skills and knowledge and understand what competencies are required for their role as a Safeguarding Lead.
- **Trainers** – those who design and deliver training in safeguarding in sport:
to be able to consider content when developing workshops and training programmes.
- **Sporting Organisations** – those who aim to deliver safe sport:
to be able to understand the role of Safeguarding Lead and provide appropriate support, and to consider workforce training needs, develop training plans and identify organisational strengths and gaps in knowledge.

‘The Framework was designed and developed in a very collaborative and inclusive way with sports bodies and stakeholders who are at the forefront of Safeguarding Officer training. With thanks to Unicef UK for leading the global consultation process, all sports now have a very practical international framework to help guide our work to raise standards and professionalise the role of Safeguarding Officers across sport. For FIFA, this is an essential framework that we can use as a benchmark and to evaluate our own education programme – the FIFA Guardians Safeguarding in Sport Diploma’

Kathryn Leslie

Senior Safeguarding Manager FIFA

Underpinning Values

Safeguarding is underpinned by core values that support the development of safer sport. Learners, Trainers and Sporting Organisations need to consider their values and adopt a human right's approach as a foundation for effective safeguarding practice. The values that underpin the Framework are:

- **Inclusion** Everyone from all backgrounds should be welcomed, treated fairly and included, regardless of their differences
- **Voice** Everyone should be listened to and empowered to have a voice
- **Participation** Everyone should have the opportunity to participate safely in sport
- **Partnership** Everyone should work in partnership to achieve the best outcomes for those participating in sport



Scope of the Framework

The objective of the Framework is to support a diverse range of sporting organisations across the world to strengthen their safeguarding practice, by providing a more inclusive, coherent, and robust approach to the training and development of their staff or volunteers.

The Framework identifies the key competencies needed by those leading safeguarding development and practice within an organisation. This lead role may be fulfilled by a team of people, one person; full or part time, paid or voluntary. For the purposes of this framework, they are referred to as 'Safeguarding Lead.'

Organisations must make sure their Safeguarding Leads are properly supported and resourced to carry out their role. That said, it is important to recognise that although Safeguarding Leads will be tasked with specific safeguarding responsibilities, **everyone involved in sport has a duty to keep others safe.**

Local Context

Many sports organisations operate in countries where police and safeguarding agencies may not be empowered to provide adequate protection in law, and/or where cultural expectations may impact on safeguarding. In addition, many sports organisations operate in countries where specialist services such as mental health or trauma care are not well developed or difficult to access – services that are important for building safeguarding systems in sport. A knowledge of the local context is therefore essential when applying the Framework.

The Framework is designed to recognise that while the types of knowledge, skills and competencies required to carry out the Safeguarding Lead role will be common, the extent and application of these skills will be based on and not limited to: the role, responsibilities, geographical scope, governance structure, legislation, local context and size of the organisation involved.



Use of the Framework

The Framework can be adapted to meet each user's needs. There is no requirement or expectation to use the Framework in a linear way, rather it should be used to support the design of training or professional development by considering the individual's needs, as well as any organisational or geographical context. In summary – the Framework is fluid and flexible and can be used to suit the individual learner's or organisation's needs.



Overview of the Framework

Sport offers participants, staff, and volunteers the opportunity to be part of something, to achieve personal and team goals, and to promote physical and mental good health. However, sport needs to be safe so that children, young people, and adults from all backgrounds, are empowered to reach their full potential while taking part in something they enjoy. With this in mind the Framework is made up of key Safeguarding Strands which, taken together, create an interconnected approach to safeguarding across the whole organisation. The Framework also includes Safeguarding Competencies, which are a combination of knowledge, skills, and behaviours. The Safeguarding Competencies start from Awareness and progress through to Application, Influence, and Direction.

Safeguarding Strands

The framework has four strands:

- **Safer Culture**
- **Safer Environments**
- **Risk Management**
- **Leadership and Governance**

There is some overlap within the content of each of the Strands, and the Framework should be used in a way which suits each organisation or learner. It may be that some subject areas are less relevant than others depending on prior knowledge, local context, organisation size and local and national governance. An overview of each strand is provided below.





Safer Culture

Embedding preventative and responsive safeguarding practice. Making sure participants, staff, and volunteers feel safe and are able to speak out about any concerns, knowing they will be listened to and that appropriate action will be taken. Creating inclusive and open places for participants to enjoy and belong. Knowing what shared values and behaviours shape a safer culture.



Safer Environments

Having in place up to date policy, procedures, and processes to support safeguarding practice. Demonstrating a commitment to creating and embedding safer physical and online environments. Being ready to anticipate, address, and respond to the safeguarding needs of those involved in sport.



Risk Management

Understanding, identifying, and reviewing risks for participants, staff, and volunteers, including how to mitigate and manage risk, and how to build safer risk management into operational and strategic practice.



Leadership and Governance

Recognising that safeguarding is a key component of all organisational areas and making sure it is embedded across every element of the organisation. Identifying long term strategic goals and objectives, creating safeguarding action plans and workforce development plans. Learning lessons and implementing a continuous improvement approach. Leading by example and upholding values and behaviours that underpin the organisation.

'I like how the Framework can be used for safeguarding training in a flexible, adaptable way, allowing you to focus on any of the key topic strands depending on what is relevant to you or your organisation's needs at that time'

Dr Paul Oliver

Team Up – Australian Sport Partnership Program

Safeguarding Competencies

The four Safeguarding Competencies that underpin the Framework are Awareness, Application, Influence and Direction. The Awareness level provides a foundation of knowledge, skills, and behaviours that everyone in sport should demonstrate. The other levels build on this foundation, and describe the competencies needed in a Safeguarding Lead role. The four levels are as follows:

Competency level	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
What this means	Having a foundation of knowledge, skills and behaviours that keep themselves and others safe, and able to respond to concerns.	Being able to apply the knowledge to the operational situation, delivering safeguarding practice.	Having the knowledge, skills and behaviours to influence and develop safeguarding policy and practice.	Leading safeguarding at a strategic level and embedding a safer culture throughout the organisation.

It may be that a single Safeguarding Lead can demonstrate all the Safeguarding Competencies, or in larger organisations with safeguarding teams, some staff may have competencies relevant to the Application level, with other staff having competencies in Influence and Direction.



These Safeguarding Competencies can be used by different stakeholders as follows:

- **Trainers or Training providers** can use the competencies to assess learners, create training development plans, or map against organisational workforce needs.
- **Safeguarding Leads** can use the Framework to map their own competencies to support their professional development and progression.
- **Sporting Organisations** can use the competencies to develop a better understanding of the role and training requirements of the Safeguarding Lead and to consider workforce gaps and strengths, develop workforce training plans, and identify where external partners may be required to support safeguarding.

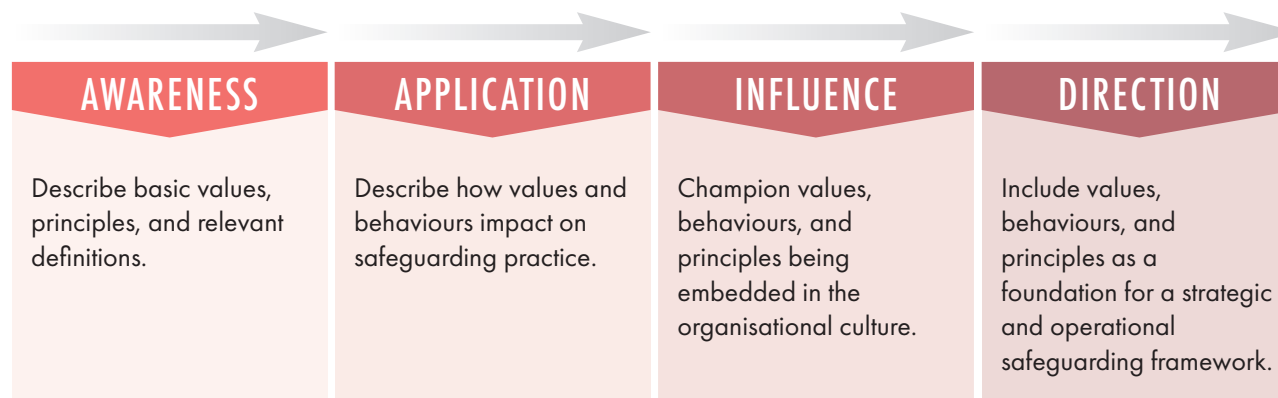


How to use the framework

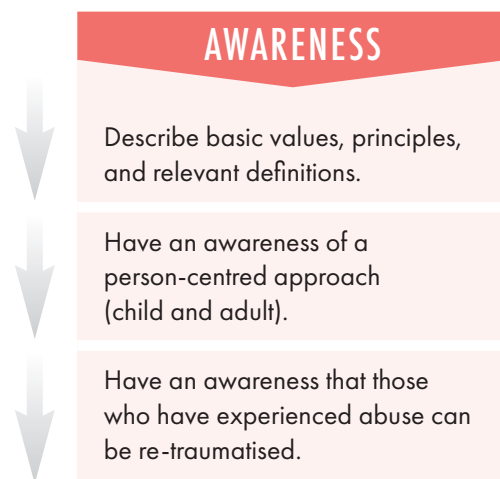
The Framework has been designed so that Safeguarding Leads and Trainers can identify what suits the needs of the individual and the organisation. Local knowledge, context, legislation and guidance will inform how trainers and organisations wish to use the Framework.

Trainers and learners can look across the Framework, exploring how to progress knowledge, skills, and behaviours from Awareness, through Application and Influence, to Direction; or can look down the table, exploring all the Safeguarding Competencies within a given level.

Example 1: A module on values and principles may use all the topic areas across all the levels:



Example 2: A training programme designed for those who are starting at the Awareness level may use all the topic areas going down the Framework under the Awareness heading.



THE FRAMEWORK





SAFER CULTURE

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Values	Describe basic values, principles, and relevant definitions.	Describe how values and behaviours impact on safeguarding practice.	Champion values, behaviours, and principles being embedded in the organisational culture.	Include values, behaviours, and principles as a foundation for a strategic and operational safeguarding framework.
Person-centred	Have an awareness of a person-centred approach (child and adult).	Deliver safeguarding practice that is person-centred.	Make sure that person-centred practice is meaningful through audit and review processes.	Embed a person-centred approach as a principle running throughout strategic planning.
Trauma	Have an awareness that those who have experienced abuse can be re-traumatised.	Understand how to prevent further trauma for those who have an experience of abuse.	Champion a trauma informed approach when working with those who have experienced abuse.	Make sure a trauma informed approach is embedded throughout the organisation.
Behaviours	<p>Be able to model expected behaviours.</p> <p>Be aware of the need for a code of conduct, how it is used to outline expected behaviours, and the consequences of breaches of the code.</p>	<p>Be able to model expected behaviours.</p> <p>Be able to develop a general code of conduct.</p> <p>Communicate codes of conduct and link them to relevant complaint and disciplinary procedures.</p>	<p>Be able to model expected behaviours.</p> <p>Be able to promote the importance of a code of conduct and manage breaches of the code.</p> <p>Tailor approach and content of codes of conduct to different audiences (e.g., children).</p>	<p>Be able to model expected behaviours.</p> <p>Support code of conduct being embedded throughout the organisation and oversee addressing breaches in code.</p>
Poor Practice	Have an awareness of the thresholds of poor practice and abuse, and know what to do if a concern is raised.	Understand the importance of addressing poor practice and have knowledge of the possible progression to abuse.	Make sure the management of poor practice is underpinned by learning from research.	Include themes and trends from reported cases of poor practice and abuse in strategic plan.



SAFER CULTURE

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Signs and symptoms	Understand the signs and symptoms of abuse.		Make sure staff and volunteers who work directly with children and adults who may be in vulnerable circumstances, understand the signs and symptoms of abuse.	
Reporting – External	Be aware of how to report a concern externally.	Know what the local and national procedures are for reporting concerns. Be able to report concerns externally, and know how to keep accurate and confidential records of reported concerns.		
Listening	Understand the importance of hearing the voice of athletes, participants, workers, those with a lived experience of abuse, and volunteers.	Implement strategies for ensuring the voices of all participants are heard. Engage at-risk groups and individuals, and the community in developing safeguarding.	In consultation with participant groups, develop strategies to make sure their voices are heard. Embed meaningful engagement of at-risk groups and individuals into strategic and business planning.	Lead on developing a listening culture for all participants. Create structures to embed at risk groups and individuals in decision making processes.
Barriers	Understand the barriers and obstacles to people reporting abuse or poor practice.	Support the delivery of strategies for children and adults to feel able to report or disclose abuse.	Implement and communicate strategies to support the reporting of abuse or poor practice. Identify and act on lessons learned from safeguarding cases that are reported.	Make sure strategies to enable the reporting of abuse or poor practice are embedded in the organisation. Consult with children, and adults in vulnerable circumstances to break down the barriers to reporting.
Power	Understand relevant concepts of abuse, including power and control.	Describe how power and control can impact on how safe an organisation is.	Understand how power and control can be shared, to reduce opportunities for abuse.	Understand how structures within sport can consolidate power and control, and develop strategies to overcome this.



SAFER CULTURE

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Responsibility	Understand how safeguarding is everyone's responsibility and is shared throughout the organisation.		Make sure the responsibility for safeguarding is shared throughout the organisation, by engaging and working with other functional areas.	<p>Be able to advocate for safeguarding externally, to make sure athletes are kept safe within and outside of sport.</p> <p>Support those working within the organisation to understand safeguarding is a shared responsibility.</p>
Human Rights	Describe a human rights-based approach to safeguarding.	Understand how to apply a rights-based approach to safeguarding practice.	Develop a rights-based approach to safeguarding.	Make sure a rights-based approach is embedded in strategic planning.
Priority	Describe competing priorities within an organisation, and raise awareness across others functions, that safeguarding impacts across the whole organisation.		Support other functions within the organisation to make sure safeguarding is considered in their plans.	Make sure safeguarding is given priority in the strategic goals, and is considered throughout the whole organisation's objectives.
Promotion	Have knowledge of, and promote safeguarding awareness campaigns to children, parents/carers, athletes, volunteers, and staff.		Design, implement and evaluate safeguarding awareness raising campaigns.	Embed safeguarding messaging into other communication campaigns undertaken by the organisation.



SAFER ENVIRONMENTS

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Role	Describe the core duties of a Safeguarding Lead.	Demonstrate the skills and abilities required of a Safeguarding Lead.	Demonstrate the skills and abilities required of a Safeguarding Lead. Identify barriers and limitations to the roles and responsibilities of the Safeguarding Lead and how these can be overcome e.g. how roles and responsibilities can conflict with wider organisational goals.	
Standards	Understand relevant local, national, and international legislation, guidance, and standards, in relation to safeguarding.		Make sure the organisation's practice is aligned with local, national, and international legislation, guidance, and standards in relation to safeguarding.	
Response – Internal	Describe the Safeguarding Lead role and responsibility in relation to concerns raised, and know who to report to.	Receive and respond to concerns. Be able to deliver the relevant actions following a report of a concern, including interim protective measures.	Develop comprehensive and robust process for reporting and managing concerns (including confidentiality, link to disciplinary processes, role of external and statutory agencies). Implement complex end-to-end case management approach, including reporting and recording, data protection, witness support, etc. Be able to manage complex cases (online, homophobia, non-recent etc).	Identify relevant indicators, themes and trends, and track and analyse data from safeguarding case management files, to support the safeguarding strategy and development of operational practice.



SAFER ENVIRONMENTS

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Collaborate	<p>Be aware of sources of safeguarding support (for staff, parents, children, etc) within your local context.</p> <p>Know who the local internal and external safeguarding stakeholders are.</p>	<p>Establish a directory of local internal and external stakeholders, and build working relationships with them.</p>	<p>Establish communities of safeguarding staff, volunteers, athletes, and those with a lived experience, to share and embed learning.</p> <p>Develop and manage a Safeguarding Advisory Group and include external stakeholders.</p>	<p>Develop sustainable organisational links and networks with partners around safeguarding.</p> <p>Work with partners on lessons learnt from cases, respecting anonymity and confidentiality.</p>
Contextual Safeguarding	<p>Understand the wider safeguarding responsibility that sporting organisations have in keeping people safe.</p>	<p>Know which partner agencies to work with to support the response to safeguarding concerns outside of the sporting organisation.</p>	<p>Champion contextual safeguarding and work in collaboration with partner agencies to develop the response to safeguarding.</p>	<p>Embed contextual safeguarding responsibilities into strategic plans and influence partner agencies on wider safeguarding responsibilities.</p>
Policy	<p>Have an awareness of safeguarding policy and process, and describe core components.</p>	<p>Be able to develop a basic safeguarding policy using an existing template.</p> <p>Support the communication of the policy to internal stakeholders.</p>	<p>Develop comprehensive bespoke safeguarding policy and accompanying procedures</p> <p>Review organisation's policies to make sure safeguarding is featured where appropriate.</p> <p>Describe what monitoring and evaluation is and why it is important for safeguarding policies and procedures.</p>	<p>Embed, monitor, evaluate, and update safeguarding policy and practice, building on learning following specific incidents, new research, emerging themes, and trends.</p>



SAFER ENVIRONMENTS

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Strategic Plan	Have knowledge of the organisation's long-term safeguarding goals.	Communicate the organisation's safeguarding goals effectively. Deliver relevant aspects of the safeguarding strategic plan.	Be able to contribute to the development of a safeguarding strategy using knowledge of operational practice.	Contribute to and lead the development of a safeguarding strategy.
Events	Have an awareness of safeguarding issues for sporting events.	Understand, communicate, and deliver safeguarding procedures for sporting events.	Be able to develop safeguarding procedures for sporting events and manages cases if a concern arises.	Have oversight of procedures for multi organisation events, including clarity on safeguarding responsibility.
Care	Have an awareness of self-care in relation to managing mental health and well-being. Support colleagues, volunteers, and participants in sport to have awareness of self-care.	Implement self-care in relation to managing mental health and well-being. Support colleagues, volunteers, and participants in sport to have awareness of self-care.	Implement self-care in relation to managing mental health and well-being. Make sure support is provided for participants, staff and volunteers involved in safeguarding concerns.	Implement self-care in relation to managing mental health and well-being. Develop a whole organisation plan to support managing mental health and well-being.
Physical space	Be aware of how the physical environment can provide opportunities for abuse.	Consider the physical environment and how to minimise the risks, for example coaching being conducted in line of sight.	Be able to understand what factors make physical spaces safer and apply this knowledge to venue choice and design.	Make sure consideration of safeguarding is included in the planning stage of use of physical spaces.



SAFER ENVIRONMENTS

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Safer Recruitment	Be aware of the importance of safer recruitment.	Be able to undertake safer recruitment processes, including the use of value-based interview questions, making background checks, references, etc.	Develop safer recruitment policy and practices across the organisation, working with those responsible for recruitment.	Make sure safer recruitment practices are adhered to and embedded in policy and procedures.
Online space	Have an awareness of how the online environment is used within the organisation, the risks the online environment can pose, and how to use it responsibly to mitigate against risks.	Develop safer online working guidelines for using social media, and have a knowledge of perpetrator behaviour and how the online environment is utilised to commit abuse.	<p>Include safer online working practices in policy and procedures.</p> <p>Develop organisation's internet and social media presence to have a clear safeguarding focus.</p> <p>Understand the benefits of the online environment for communicating with staff, volunteers and participants, and consider how it can be used to give participants a voice.</p>	<p>Include online preventative and responsive activity in safeguarding strategy.</p> <p>Embed responsible internet use across the organisation and promote online resources that could reduce barriers to disclosures and communicating with participants.</p>



RISK MANAGEMENT

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Organisational	<p>Describe organisational safeguarding risk factors.</p> <p>Undertake basic activity risk assessments.</p>	<p>Be able to undertake safeguarding risk assessments.</p> <p>Implement basic operational safeguarding risk prevention/mitigation measures.</p>	<p>Understand the organisation's risk appetite statement.</p> <p>Understand strategic and operational safeguarding risk and how to mitigate against them.</p> <p>Describe concepts of risk prevention/mitigation.</p>	<p>Develop a risk register and include strategies for managing strategic and operational safeguarding risk throughout the organisation.</p> <p>Design, implement, monitor, and evaluate comprehensive safeguarding risk management approaches.</p>
Individual	<p>Be aware of the importance of assessing safeguarding risk to participants, volunteers, staff, and parents/carers.</p>	<p>Understand the safeguarding risk factors affecting individuals in sport and be able to undertake risk assessments following disclosures and case referrals.</p>	<p>Be able to design safeguarding risk assessment templates or frameworks to support risk assessments affecting individuals in sport.</p>	<p>Make sure safeguarding strategy considers risk mitigation to individuals participating, volunteering, or working in sport.</p>
Risk Factors	<p>Be aware of how safeguarding risk can increase for participants with additional vulnerabilities, such as children in care, refugees, and elite athletes.</p>	<p>Conduct safeguarding risk assessments with participants with additional vulnerabilities and consider risk mitigation for participants with additional vulnerabilities.</p>	<p>Engage with vulnerable groups and develop empowerment strategies to mitigate against safeguarding risk.</p>	<p>Develop and implement strategies that support safeguarding risk mitigation for those with additional vulnerabilities.</p>
Perpetrator Behaviour	<p>Have an awareness of perpetrator behaviour and the progression to abuse.</p>	<p>Use knowledge of perpetrator behaviour in safeguarding risk assessments and case management.</p>	<p>Make sure organisation's expected behaviours and codes of conduct include perpetrator behaviour and are linked with disciplinary processes with clear consequences.</p>	<p>Reinforce robust decision making with regards to breaches in codes of conduct where behaviour indicates a progression towards abuse.</p>



RISK MANAGEMENT

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Coercion	Be aware of potential risk factors in sport such as abuse of positions of power and trust, priority of competition, athletes as commodities, unhealthy relationships, and training when injured.	Understand how the sporting situation can create imbalances of power and consider how that is managed and mitigated against.	Develop and promote safe practice processes to support mitigation of safeguarding risk and a shared balance of power.	Embed safer working practices across the organisation to support a more even distribution of power.
Specific	Be aware of specific risk factors in a sporting organisation such as eating disorders for sports where weight is an issue, and pressure to overtrain in elite sport.	Understand specific risk factors in a sporting organisation such as eating disorders for sports where weight is an issue, and pressure to overtrain in elite sport, and be aware of how to mitigate against these risks.	Develop safer working practices for specific issues in sport to mitigate against risk of harm to participants.	Make sure specific issues are considered at strategic level and mitigated against by upholding and embedding organisational values.



LEADERSHIP AND GOVERNANCE

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Structure	Understand the leadership and governance structure of the organisation.	Describe the roles and responsibilities held within the wider organisation and how safeguarding fits across the wider organisation.	Understand how to influence safeguarding governance and make sure roles and responsibilities in relation to safeguarding are communicated and understood.	Develop safeguarding governance structures within the organisation that support the safeguarding function. Embed safeguarding within business and governance planning processes, including internal committees, and audit and oversight functions.
Influence	Understand the importance of senior management in championing safeguarding.	Understand how to influence the senior management level through relationship building and advocacy. Identify internal safeguarding champions to provide representation at board or senior level.	Engage with senior management and relevant committees to promote the importance of safeguarding.	Make sure learning from safeguarding operational practice contributes to the development of safeguarding practice.



LEADERSHIP AND GOVERNANCE

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Learning from practice	Have an awareness of data collection and how analysis contributes to the development of the safeguarding strategy.	Provide data to support the development of the organisational safeguarding strategy. Consider learning from safeguarding cases.	Utilise new research and evidenced-based practice to update safeguarding practice. Analyse internal data to inform development of safeguarding strategy. Include learning from safeguarding cases in policy and practice.	Engage/partner with researchers and universities on safeguarding. Make sure internal data analysis is used to inform safeguarding strategy.
Capacity building	Understand the importance of different stakeholders having the right knowledge of safeguarding.	Develop and deliver basic safeguarding in sport training.	Conduct a safeguarding training needs analysis. Develop, deliver, or commission safeguarding education and training for different stakeholders (e.g., parents, coaches, agents, children). Design and deliver introductory safeguarding awareness training.	Produce and evaluate comprehensive workforce capacity building plan in relation to safeguarding.
Resources	Understand the importance of appropriate resourcing for safeguarding.		Advocate for appropriate resourcing for safeguarding across the organisation.	Embed consideration of safeguarding across planning and budgetary processes.



LEADERSHIP AND GOVERNANCE

AREA OF COMPETENCY	AWARENESS	APPLICATION	INFLUENCE	DIRECTION
Stakeholders	Have an awareness of who the key internal and external stakeholder groups in relation to safeguarding are.	Understand who the key internal and external stakeholder groups in relation to safeguarding are, and how to consider them within operational practice.	Identify and engage key internal and external stakeholders on safeguarding. Assess and monitor the safeguarding arrangements of partner organisations.	Develop contractual arrangements that embed safeguarding frameworks and responsibilities. Make sure stakeholder groups are considered within safeguarding strategy planning.
Advisory Groups	Understand the importance of external advice and support on safeguarding.	Support the management of safeguarding advisory groups.	Develop and manage safeguarding advisory groups. Understand the impact on those with a lived experience taking part in advisory groups.	Embed safeguarding advisory group feedback into safeguarding strategy planning. Make sure advisory groups are informed of their impact on the safeguarding strategy.
Advocate	Understand the importance of advocating for safeguarding		Be an advocate for safeguarding internally and externally.	Keep safeguarding on the political agenda of the organisation.

Terminology

Competency	The ability to do something successfully or efficiently.
Contextual Safeguarding	The consideration of safeguarding in the wider situation surrounding children or adults in vulnerable circumstances.
The Framework	The International Training and Development Framework for Safeguarding Leads in Sport.
Human Rights	Standards that recognise and protect the dignity of all human beings.
Learners	Those who work or volunteer in safeguarding in sport, seeking to develop their understanding of their gaps, strengths, and training requirements.
Safeguarding	Protecting a person's well-being and human rights, enabling them to live free from harm, abuse, and neglect.
Safeguarding Lead	Those who have specific responsibility for safeguarding within an organisation.
Strands	Key themes used to organise the Framework subject areas.
Trainers	Those who consider, design, and deliver training in safeguarding in sport, and develop workshops and training programmes.
Trauma Informed	An approach that recognises the widespread impact of trauma and integrates this into policy, procedures, and practice

