



## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 1: Lara - Guidance

#### Part 1

- Initially, the ESO should focus on the disclosure. How did Diana respond to Lara?
- In addition to disclosure best practice, you should check that Diana made Lara aware of the confidentiality requirements (i.e., that she would need to tell those relevant to safeguarding but would maintain confidentiality as far as possible).
- If appropriate based on available information, Lara should be encouraged to speak to her parents or carer so that they can provide support.
- For the referral, you will also need to see if you can identify Harry (e.g., last name, location). If Diana has missed key details, then these should be sought as soon as possible.
- Make sure you keep a note of all your actions.
- As the report relates to a crime, you are going to need to make a referral to the police. You should let Lara and her parents know this first. Before approaching Lara, remember that she chose Diana to confide in. See if you can get Lara's permission to join Diana in speaking to her. If she declines, brief Diana in what to do/say.
- If you find out that Harry lives in a different police area, you will need to make sure that the other force is also informed.

#### Part 2

- When the concerned parent phones you, you can then thank them for their call. You should ask them for the name of the officer they spoke to, and the resultant crime number, and say that you will wait for the officer's call.
- You must not disclose anything else.

**continued**



## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 1: Lara - Guidance continued

**Adopt a person-centred approach. Ensure Lara is supported and informed.**

**Ensure the facts are gathered and recorded in an appropriate format and report to your member body safeguarding lead.**

**Fulfil your obligation to report to the police.**

**Recognise:** What sort of abuse is involved? Know what to look out for.

**Respond:** Use active listening and open questions. Remain calm and do not share personal opinion.

**Report:** Consider confidentiality at all times. Pass relevant information to relevant people.

**Record:** Record the facts, your concerns, and any action taken in writing.



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## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 2: Michael - Guidance

#### Part 1

- As ESO, do not make assumptions about why Michael is acting like this. Get the reporting steward to provide a written statement of what they saw and heard, including providing an explanation of what behaviour they described as 'harsh and inappropriate'. Take the names of the two stewards who were sworn at, so you can obtain written statements from them too.
- Having obtained this information and then approached the horsebox, finding Alexis (who is a child) in distress adds a separate dimension. You should assess the risk of harm to her by asking for more information, for example, why she feels trapped. Depending on what she says, you may need to notify children's social care (for Alexis), adult's social care (for Michael), or the Police. It may be beneficial to speak to Ann Craft Trust or Adult Social Care for advice.

Remember that for adults, you will normally require consent to do this.

- Depending on the information from the written statements, you may be in a position to ask that Michael does not attend further events while you investigate today's occurrences.

#### Part 2

- On speaking to the additional rider, thank them for their information and ask for clarification on what they mean by 'incoherent'. This may help to inform your next steps.
- Depending on the facts of the case, it may progress down disciplinary and suspension routes.
- Depending on the behaviours involved, referrals to adult social care may be required.
- Remember to consider the impact on Alexis as a child participant, and ensure she is appropriately supported.

**continued**



## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 2: Michael – Guidance continued

**Speak to witnesses and gather the facts. Do not make assumptions.**

**Consider any appropriate statutory agency referrals, (e.g., children or adult social services) and report the case to your Member Body Safeguarding Lead.**

**Seek guidance on how to support your under 18 participant.**

**Recognise:** What sort of abuse is involved? Know what to look out for.

**Respond:** Use active listening and open questions. Remain calm and do not share personal opinion.

**Report:** Consider confidentiality at all times. Pass relevant information to relevant people.

**Record:** Record the facts, your concerns, and any action taken in writing.



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## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 3: Megan - Guidance

- You need more information in relation to the behaviours involved, as this may be a wellbeing concern rather than a safeguarding report at this time. Understand from the parents what they mean by demeaning behaviour towards Megan, and speak to Sheila too. Consider the facts of what has been said and done.
- Consider whether Sheila's behaviour is an objective reflection of performance or whether it crosses a boundary into undermining or belittling treatment. If it is the latter, establish whether any witnesses may be able to provide further information.
- It is important to make sure everyone is aware that failure to progress can be extremely disappointing to any athlete, but that does not (of itself) constitute a safeguarding breach. The parents may still choose to pursue an ordinary complaint or grievance (depending on the club's procedures).
- Ensure that Megan and her parents are signposted to any support services that may be useful, for example, a GP, mental health services, harmless, etc.

**Ensure the child's voice is heard in the investigation.**

**Gather all information related to Sheila's behaviour.**

**If there have been any breaches of a Code of Conduct, follow process and report to Member Body Safeguarding Lead.**

**Use signposting to provide support to child and family.**

**Recognise:** Be clear on the boundaries of safeguarding cases. Do not make assumptions.

**Respond:** Use active listening and open questions. Ensure that the child's voice is heard.

**Report:** Follow due process and signpost to support services.

**Record:** Record the facts, your concerns, and any action taken in writing.



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## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 4: Calvin - Guidance

- You need more information in relation to the assault, including where the incident took place and who was involved. You will also require information on where the child and parent live as there are regional differences in the law.
- Within 24hrs, there needs to be a referral to Social Services and/or Police as this is child abuse. The referral should be made by the individual who reported the incident, but if not then the ESO can make the referral instead.
- Notify your Member Body Safeguarding Lead, who will provide support and guidance.
- Follow the lead of the Police/Social Services in the first instance.
- If Calvin and his mother's attendance at events in the future is restricted, you may need to consider measures to allow Taylor to continue to attend.

**Gather the facts, including location to account for regional variations in the law.**

**Notify the Member Body Safeguarding Lead who can support.**

**Fulfil obligations to notify police or social services as appropriate, follow their lead.**

**If parent's attendance is suspended, consider how the unaffected child may still compete.**

**Recognise:** What sort of abuse is involved? Know what to look out for.

**Respond:** Use active listening and open questions to gather the facts. Do not make assumptions.

**Report:** Consider confidentiality at all times. Pass relevant information only to relevant people.

**Record:** Record the facts, your concerns, and any action taken in writing.

**continued**



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## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 4: Calvin - Guidance continued

#### England & NI

- Parents or guardians have the common law right to reasonable and moderate punishment.
- If actual bodily harm is caused, the defence does not stand.
- A riding whip is a weapon which would be unreasonable punishment.

#### Scotland

- All physical punishment is illegal in Scotland from 2020.
- Children have the same protection from assault as adults.
- Anyone who physically punishes a child risks arrest and charge.

#### Wales

- All physical punishment is illegal in Wales from 2022.
- Children have the same protection from assault as adults.
- Anyone who physically punishes a child risks arrest and charge.



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## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 5: Joanne - Guidance

#### Part 1

- You would first need to ask Lenka to email over her details and the case information so that you can confirm that she is the LADO.
- Check to see whether Joanne has any connections to your club, any patterns of previous behaviour, criminal record checks, etc.
- Notify the Member Body Safeguarding Lead about the LADO request for information so they can check whether the subject of concern (SOC) has wider connections with the equestrian network, as well as providing support and guidance.

#### Part 2

- The Member Body Safeguarding Lead will take over case management. There may be a request for the ESO/Branch/Centre to work with statutory agencies (for example, to attend a multi-agency meeting).
- Guidance will be sought from the Police/LADO on what next steps may be appropriate in terms of suspension/attendance at events, etc. A Suspension Risk Assessment will be conducted if suspension is considered appropriate. The individuals involved will be asked to maintain confidentiality. The statutory agencies can advise over what information can be shared with whom.
- Consider blanket communications to prevent the spread of 'gossip'. Be conscious of the misuse of social media. A statement such as "there is a process ongoing and XXX is unavailable whilst the process is taking place".
- Consider what support should be made available for Joanne with a point of contact who can signpost to support agencies etc.

**continued**



EQUESTRIAN SAFEGUARDING OFFICER (ESO)

## Case Study 5: Joanne – Guidance continued

**Confirm statutory agent identity and SOC connections to your organisation.**

**Notify the Member Body Safeguarding Lead, potential temporary suspension.**

**Follow the lead of the statutory agency, potential multi-agency meeting.**

**Careful consideration of communications, and support for Joann.**

**Recognise:** What sort of abuse is involved? What process is there to follow?

**Respond:** Do not make assumptions. Gather the facts.

**Report:** Consider confidentiality at all times. Pass relevant information only to relevant people.

**Record:** Record the facts, your concerns, and any action taken in writing.



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## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 6: Group of Friends - Guidance

- Gather information related to the falling out at the club.
- Ensure that the children's voice is heard in the investigation, which may be achieved through the school. Liaise with the school to ensure a consistent approach and that the children have adequate support.
- Notify your Member Body Safeguarding Lead who can provide advice and support.
- Establish whether the Code of Conduct and Anti-Bullying Policy can help. Reaffirm the policies and the rules of using the club as a site.
- Consider running a session for participants/guardians/coaches/volunteers, depending on the circumstances of the case, providing general guidance on anti-bullying and on staying safe online.
- Remind members of the club to use social media in a positive way and ensure that members of the club know who to turn to if they have an issue.

**Work with the school to manage this concern.**

**Notify your Member Body Safeguarding Lead.**

**Ensure the child's voice is heard throughout and support the children.**

**Use your Codes of Conduct, affirm expectations, and provide information on staying safe online.**

**Recognise:** What sort of abuse is involved? What process is there to follow?

**Respond:** Ensure the children's voices are heard.

**Report:** Consider confidentiality at all times. Pass relevant information only to relevant people.

**Record:** Record the facts, your concerns, and any action taken in writing.



## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 7: Bella - Guidance

#### Part 1

- Identify the threshold level based on the circumstances. This constitutes physical abuse and meets the threshold for reporting. Contact the Member Body Safeguarding Lead or BEF Safeguarding Team for support.
- Make a referral as soon as possible to Social Services, the Police, or MASH. You should provide all the information you have including names, contact information, details of the concerns, witness details. Ask yourself whether informing the parent of the referral would put the child at greater risk of harm.
- Once the referral is made, the next steps will be based on statutory agency advice. It is not your duty to investigate on their behalf. It is important to avoid compromising any police investigation.
- Work with the ESO who sent you an email to ensure all concerns are referred up.

#### Part 2

- Consider the advice given and act with professional curiosity. Would this put the child at risk of further harm? If you are concerned, you can challenge the statutory agency and ask how they would protect a child once the advice to inform the parent of the referral had been followed.
- Having made the referral, you also need to record and report the case through your Member Body. This case highlights the importance of reporting and acting on lower-level concerns to prevent escalation to this point.

**continued**



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## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 7: Bella – Guidance continued

**Report to Member Body Safeguarding Lead.**

**Make a referral to Social Care/MASH/Police. Avoid compromising a police investigation.**

**Remember professional curiosity. Ask questions of statutory agencies where appropriate.**

**Keep the child's needs central. What might the impact on them be?**

**Recognise:** What sort of abuse is involved?

**Respond:** Consider what process there is to follow. Remain calm and do not share personal opinion.

**Report:** Pass relevant information only to relevant people. Seek support where needed.

**Record:** Record the facts, your concerns, and any action taken in writing.



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## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 8: Elizabeth - Guidance

- There are no concerns of abuse raised in this case, rather it is about preventative measures. It does not involve case management, but the ESO should be actively involved to reduce risk and have adequate safeguarding measures in place.
- Consider all available guidance on running safe events, including Member Body and BEF guidance. External organisations such as CPSU may also have useful resources available.
- Record advice given, and document how you intend to follow it. Items to consider may include:
  - Venue layout and safety measures to safeguard under-18s.
  - Supervision requirements during the day and overnight.
  - Safer recruitment requirements for supervisors, coaches, volunteers, etc.
  - Risk assessment for event, including consideration of public access.
  - Camping arrangements (sleeping areas male vs female, toilet and showering facilities, access to horseboxes & supervision).
  - Consent, health, and medical information.
  - Emergency contact details.
  - Keeping parents informed of plans and any changes, including pick up and drop off times.
  - Emergency protocol, including first aid provision.
  - Consider appropriate insurance cover.
- NB. If parents are responsible for their own children overnight, then disclosure checks do not apply, and the club needs to ensure clear responsibility times. If the club allocates overnight supervisors (parents or otherwise) to look after a group of children, then disclosure checks do apply.

**continued**



## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 8: Elizabeth – Guidance continued

**Consider available guidance on organising safe events (BEF/ MB/CPSU).**

**Record all advice and document how you follow it (e.g., risk assessments).**

**Build in consent, information sharing, and clear communication plans.**

**Ensure safeguarding is a clear presence during the planning, and those involved in the event know how and when to report any concerns.**

**Recognise:** Consider what the risk areas are and who may be affected.

**Respond:** Ensure safeguarding is a clear presence during planning and execution.

**Report:** Refer to all relevant guidance and support.

**Record:** Record all advice and document how you follow it.



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## EQUESTRIAN SAFEGUARDING OFFICER (ESO)

### Case Study 9: Bethany and Oscar - Guidance

#### Part 1 + Part 2

- Gather as much information as you can from their mother, and then keep her informed on your next steps, where you can. Speak to the volunteers and then decide on appropriate action. Check you have relevant background information (e.g., safe recruitment).
- It might be possible that you had assumed physical abuse may have occurred, given the description 'hurt', but speaking to the volunteers indicates no physical contact took place.
- Decide whether or not statutory agency involvement is required (possibly not) and keep their mother informed of the course of action.
- Provide education, training, and feedback on lessons learnt with the volunteers, including how to manage behaviours through explanation.
- Implement a 'Plan B' for if the usual volunteers are unavailable in the future. Work with Oscar and his mother to build up their confidence and participation again. Provide them with an ongoing point of contact.
- Depending on Rick's response to the training (e.g., poor attitude) or pattern of behaviour, consider any further action required. If Rick reveals personal struggles, use signposting to support him.

**Adopt a holistic view of harm and do not make assumptions.**

**Establish the facts and communicate appropriately with relevant individuals.**

**Consider lessons learnt, additional education, and 'Plan B' for next time.**

**If additional needs are identified (e.g., with Rick), then ensure appropriate support is put in place moving forwards.**

**Recognise:** Consider the facts and do not make assumptions.

**Respond:** Consider all those who need to be informed and supported.

**Report:** Who needs to be made aware? Have thresholds been met?

**Record:** Record the facts, your concerns, and any action taken.