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**Child Protection Training in Sport-Related Degrees
and Initial Teacher Training for Physical Education: An Audit**

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Child Protection Training in Sport-Related Degrees

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Abstract

This article reports on the results of an online survey of child protection training for students on sport-related degrees and Initial Teacher Training Physical Education courses, and on the views of recently-graduated teachers of the usefulness of such training in their everyday work. The results indicate that child protection training is provided on most courses but in varying amounts. Respondents to the survey reported positively, in the main, about the effects of new requirements for teacher training (*Every Child Matters: Change for Children*, DfES, 2004). Reasons given for not including child protection in courses were: lack of time; the perceived vocational nature of the topic; lack of fit with course aims and objectives; lack of relevance; and, the research rather than professional orientation of the course. Recently graduated teachers' views on their pre-service child protection training differed from the claims made about this in the survey. In particular, they raised concerns about their lack of preparation for reporting and dealing with potential child protection situations. The paper concludes that child protection training within sport-related higher education courses is deficient in both consistency of delivery and in content, and that, in addition to preparing students to recognise signs and indicators of abuse, curricula should also address undergraduates' confidence and skills for responding to abuse issues in their everyday professional practice.

KEYWORDS: child protection; safeguarding; training; education; abuse

The Children Act (1989) emphasised the development and monitoring of Child Protection (CP) procedures within institutions, including schools, where the nomination of a designated teacher is common practice. However, the Act did not make any reference to requirements for CP training within Initial Teacher Training (ITT). Maher (1987) proposed an extension of professional training in child protection to include schools but this was only for those already in a teaching position, and thus excluded trainee teachers. It has been argued consistently that the impact of CP services appears, at the documented level, to be minimal (Gibbons, Conroy, Bell and Gordon, 1995). Cawson et al's. (2000) study of child maltreatment reports that school-age children are a vulnerable age group. Teachers are frequently the first authority figures with any sort of relationship with abused children and can potentially, therefore, play a role in protecting or helping a child who they identify as at risk or who makes a disclosure to them.

As research by Baginsky and Hodgkinson (1999) found, the coverage of CP in teacher training in England and Wales is best described as patchy. Initial Teacher Training (ITT) within higher education departments preparing students to work in primary and secondary schools lacks consistency in terms of the amount of time spent on researching and learning about CP needs within education. In relation to childcare, Reder and Duncan (2004), supported by Devaney (2004), argue that training is the cornerstone to improving practice and to preventing both system and practice failures. Problems can be attributed to much more deep-rooted causes than simply the failing of an individual practitioner: they can arise from failings of larger systems such as social care or education. The latter context includes physical education and youth sport, which is the focus for this article.

Sport contributes to the welfare of young children (Mason, 1995) and is now a key vehicle for the delivery of a wide range of government policy targets related to health, civic pride, and social cohesion and inclusion (Coalter, 2007). It is therefore important to have

sound CP procedures in place in any sporting environment, whether within or beyond the school (Brackenridge, 1994; Brackenridge and Kirby, 1997). In England, a National Task Force for Child Protection in sport was established by Sport England in 1999 as a response to pressure from 'grass roots' sport for a co-ordinated approach to CP enquiries and information. The Action Plan that followed from this (Sport England and NSPCC, 2000) signalled the start of the institutionalisation of the issue within English sport.

Such was the concern about child abuse in sport by the end of the 1990s that, in 2001, a dedicated unit was established within the NSPCC – the Child Protection in Sport Unit (CPSU) (Boocock, 2002). Since the inception of the CPSU, its work has focussed largely on youth sport and sport services delivered through National Governing Bodies of sport (NGBs) and local authorities. However, one of the main mechanisms for increasing children's levels of participation in sport and physical activity is the PE, School Sport and Club Links (<http://www.sportengland.org/pesscl.htm>), known as the PESSCL, strategy (Sport England, 2004) which attempts to develop better functional interaction between these elements of the young person's sporting career. Sport England has funded a national development officer post within the CPSU since 2004 to support safeguarding within the implementation of the PESSCL strategy.¹

The number of schemes designed to encourage youth sports development has expanded rapidly on the assumption that sport contributes to the wellbeing of young children (Mason, 1995). However, it is arguable whether all the participating agencies have fully embedded safeguarding in their work. The major provider of these programmes, the Youth Sport Trust (YST), draws heavily on the expertise of the CPSU which, for example, is contracted to coordinate the welfare planning for one of its flagship events, the UK School Games. Another major YST programme is TOP LINK, in which secondary school children are taught by higher education students how to run Primary school sports days: this illustrates

how all levels of education are involved in youth sport and, thus, that CP needs to be addressed throughout the education system.

It has long been recognised that Physical Education (PE) teachers play an important role in the pastoral welfare of the child. Since most children receive their first experience of sporting activity in or through their school PE programmes, trainee PE teachers also require an understanding of how to prevent and deal with abuse. Until very recently, however, attention to CP training for PE teachers was not a priority for the PE profession, despite active lobbying by the CPSU of the various professional bodies, the Specialist Sports College network, at PE-related conferences and through government channels. Training needs for CP in sports coaching have tended to be met, instead, through the delivery of workshops by Sports Coach UK and individual NGBs (Woodhouse, 2001; Brackenridge et al., 2007), with support from the CPSU.

As long ago as 1994, Brackenridge argued that sport organisations have much to lose commercially from revelations about child abuse and much to gain from emphasising the value placed on good performance. Malkin, Johnston and Brackenridge (2000) investigated responses to CP training by UK sports personnel who attended Sports Coach UK training courses and concluded that, at that time, there was selective ignorance of CP. Despite a relative scarcity of research evidence about child abuse in a sporting context, Brackenridge (2001) reported that the issues had become a 'moral panic' in English society. High-profile cases of child abuse, and specifically sexual abuse, in sport within the 1990s drew attention to the issue, often in a rather dramatic way. For example, a number of sexual abuse cases occurred that involved trusted coaches, perhaps the most noted being the convictions of Paul Hickson and Mike Drew from the sport of swimming.²

Other child abuse concerns in sport relate to the anxiety of coaches and sport officials about unfounded allegations and the potential loss of sporting talent if young people or their

parents are put off taking part in a sport where abuse has previously been exposed in the media. There is therefore a need for training in CP issues in order to help those with responsibility for promoting child-safe sport both to recognize abusive co-workers and to protect themselves against unfounded allegations. Coaches and authority figures in sport, however, may well be caught in the conflict between simultaneously meeting the standards enshrined in a code of practice and trying to push young athletes to reach their best performance potential (Collins, 2006).

Perhaps the most significant development in this field was the introduction by the CPSU in 2002 of nine *National Standards for Safeguarding and Protecting Children in Sport* as criteria for exchequer grant aid to NGBs (CPSU, 2003). In 2002, a tenth ‘influencing’ standard was introduced to accommodate the more strategic role of the network of County Sports Partnerships (CSPs), who act as county-level coordinators of sport services. Five years after Malkin et al’s. study (2000), and in relation to the National Standards, Brackenridge, Bringer and Bishopp (2005) argued that very few organisations had robust case-recording and management systems in place that would assist them in evaluating how well they had met the standard for implementing their CP policies.

Since the formation of the CPSU, the NGBs in England have come under increased scrutiny from the government. According to the CPSU *National School Sport Protocol for Safeguarding Children* (CPSU, 2006a), those directly or indirectly involved with children’s sport have a responsibility to:

1. review their own practice in sport situations to ensure that it complies with advocated and recognised codes of conduct;
2. identify their values and feelings in relation to child abuse and recognise how they might potentially impact on their responses;

3. be able to recognise signs and indicators of child abuse and understand the impact of abuse on children;
4. respond in an appropriate way to children who disclose that they are being abused;
5. take appropriate action if concerns are raised that suggest a child is being abused.

This protocol was drawn up by the CPSU after over a year of consultation with all key stakeholders including DfES (now DCFS) and the Association for Physical Education (afPE). All of the NGBs and CSPs subsequently adopted it, and many have embedded it within their CP policies as an appendix. However, the CPSU report that they have struggled to disseminate it via the Education sector, and in particular to School Sport Partnership Development Managers (PDMs) without direct access to the dissemination channels available to the DCFS and the Youth Sport Trust (Joyce, 2008).

The broadest strategic advice for CP in sport is provided in the CPSU document *Strategy for Safeguarding Children and Young People in Sport 2006-2012* (2006b). This calls upon all stakeholders in sport to draw up implementation plans that demonstrate their contribution to this agenda, making it clear that all stakeholders must play their part. The CPSU drives and coordinates this work and works with other delivery agencies.³ The inclusion of CP within sport policy creates a quality of service to which anyone who takes part in sport should be entitled (Brackenridge, 2002). Many funded sport bodies, however, are finding it difficult to come to terms with the requirements for dealing with CP and abuse of trust (Brackenridge, 2004; Hartill and Prescott, 2007) set out by the Home Office (Home Office, 1999 and 2000). In addition, criminal record vetting remains somewhat controversial, both within and beyond sport. A string of child maltreatment tragedies outside sport, including the death of Victoria Climbié and the murders of Sarah Payne in July 2000, and of Holly Wells and Jessica Chapman in August 2002, reaffirmed that the vetting system in general was not reliable. Research has also concluded that the structure of sport is not

necessarily conducive to the implementation of CP (Tomlinson and Yorganci, 1997; Collins, 2006).

Under the five key outcomes for children set out in *Every Child Matters: Change for Children* (ECM), Section 2:4, entitled Stay Safe, sets out as its first point the safety of the child from maltreatment, neglect, violence and sexual exploitation: Section 2.8 sets out the statutory guidance about what all organisations are expected to do in relation to safeguarding children. This guidance matches almost exactly the CPSU's Safeguarding Standards (CPSU, 2006b). The ECM framework also specifically encompasses 'recreation' in relation to the 'well-being' and rights of children and young people (DfES, 2004).

In June 2007, the Training and Development Agency (TDA) for schools published *Professional Standards for Teachers* (TDA, June 2007), which come into practice in September 2008. This paper sets out standards that connect with ECM (AfPE, 2006) and offers guidelines for their attainment. Sections C22-C25 of the core standards (which should be achieved by each teacher at the end of their induction period) state that teachers need to know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. They also require teachers to know: the local arrangements concerning the safeguarding of children and young people; how to identify potential child abuse or neglect and follow safeguarding procedures; how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties; and, when to refer such children to specialist expertise and support. Within the post-threshold sector, the standards also state (Section P6) that teachers should have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young adults. If all of these aims were achieved then trainee teachers should be capable of dealing with and reporting safeguarding concerns, in any context.

In 1999, Baginsky and Hodgkinson suggested that, whether teachers receive in-service training at all, or early enough for appropriate intervention, might remain a matter of chance rather than of need. Although CP is now given priority under the new safeguarding arrangements, educators could argue that mandatory requirements are still not sufficient for the school setting.

Youth sport has been targeted by the government as a major tool for the delivery of a range of policy objectives ranging from health and community safety to reduction of crime and unemployment (Coalter, 2007). However, the CP training offered to higher education students within PE ITT and sport-related degrees is, as yet, un-researched. The purpose of this study was therefore to establish baseline data for the type, level, extent and duration of the CP training offered to students on sport-related degrees and PE ITT courses. The study was also designed to establish the views of recent graduates working within youth sport and PE to explore their perceived awareness, confidence and competence in relation to CP issues.

Research design

An explanatory letter and an online survey exploring CP training and awareness were sent by e.mail to each of 126 course leaders at 55 higher education institutions that provide PE ITT and sport-related degrees, during the summer of 2007. Contact details for the researchers were provided in case respondents wished to raise any questions. The courses were located via the British Association of Sport and Exercise Science (BASES) web-based course finder and the Graduate Teacher Training Registry (GTTR) within the UK, excluding Scotland (Scotland was excluded because it has different law in this area). The sport-related degrees included Bachelor of Science (BSc), Bachelor Arts (BA), Master of Science (MSc) and Master of Arts (MA) courses. The ITT courses were the Post Graduate Certificate in Education (PGCE) within Physical Education (PE) or PE degrees leading to Qualified Teacher Status (QTS) within secondary education.

The study was given ethical approval by the relevant ethics committee of the authors' university. The questionnaire guaranteed anonymity and confidentiality. The responding course leaders gave informed consent by filling out and returning the questionnaire. The survey was adapted from that used by Baginsky and Hodgkinson (1999) to explore in-house CP training within PGCE courses (their study pre-dated the introduction of 'safeguarding'). Their instrument explored elements such as: duration of CP training, methods of delivery, who taught this element, and, if CP was not delivered, the reasons for this.

Most questions were closed items but there was also a section for reflective comments at the end. Most returns were received within four weeks. After this point, reminders were sent to the non-respondents. Returns received beyond six weeks were excluded from the analysis. The return rate was 36% (n = 20) of the 55 institutions and 33% (n = 42) of the 126 courses, which is deemed acceptable for postal surveys. Altogether, 76% (n = 32) of institutional returns were from BSc/BA undergraduate courses related to sport science, 17% (n = 7) from PGCE courses related to sport and 7% (n = 3) from MSc/MA sport-related courses.

Fifty two per cent (n = 22) of all responding surveys were completed by course leaders/coordinators, 22% (n = 9) by a member of the teaching team, 12% (n = 5) by people describing themselves as 'tutors' and 14% (n = 6) by heads of department. What follows is therefore an analysis of course provision as seen by academic staff and not what is actually experienced by students.

In conjunction with the survey two groups, each comprising two recent graduate sports/PE teachers (who had graduated within the last four years), were interviewed (n=4). Pilot testing of the interview schedules was carried out beforehand. Written, informed consent was gained from all participants before the interviews and the interviewer provided a list of counselling numbers and support information in case participants needed this. Before

the interviews, the participants were asked to fill out a short form detailing their backgrounds. They were asked what type of training they had received with respect to CP within their higher education courses.

As ice breakers, interviewees were given scenarios to discuss at the start of the interviews, including examples of neglect, physical, sexual and emotional abuse as identified by the NSPCC (Cawson et al., 2000). This was done in order to acclimatise respondents to relevant topics that might arise from the subject matter. After the scenarios were presented, open-ended questions were asked in order to promote discussion. These questions explored what CP training they had received, its adequacy, how it was presented, whether they were satisfied and what areas they felt could have been improved.

Findings and discussion

Coverage and Time Allocation

Of the respondents to the online survey, 28 course leaders (67%) reported that they included CP training within their respective course syllabi and all of these reported that this coverage was compulsory. All respondents from PGCE courses related to sport ($n = 7$) included CP, whereas 28 (80%) of the 35 respondents from sports-related degrees (including one oriented towards PE) did so.

Of the 35 sports-related degrees in the sample group, of which only one was PE-orientated, 28 included CP. A total of fourteen courses, of which three were MSc/MA and eleven were BSc/BA, offered no coverage at all. Of these 14, six respondents did not provide reasons for not including CP within their syllabi. Three explained that coach education was not included in their course and thus CP was not deemed necessary. One respondent added that they did not have time to fit CP into the course: another wrote that it did not fit with the aims and objectives of the course and that students interested in the area were directed

towards the Sports Coach UK (SCUK) workshop on this subject. A further reason given for excluding CP was that the course focussed only on adults as examples within sport. Lastly, one respondent replied that their course was an academic, research-focussed MSc and excluded CP because it was regarded as a 'vocational topic'. This reflects a somewhat narrow conception of the relevance of CP. However, the respondents did stress that extra training in the area should be a key element of a professional practitioner qualification programme.

Respondents were also asked about future plans for including CP in their courses. Eight replied that they had no plans, three were unsure, one because of time difficulties, and two said yes, one of whom reported that they had already made provision to include CP in the course the next academic year. Ten respondents were able to identify who to approach if they needed further support and information on this theme but four reported that they would not know who to approach.

Respondents who included CP in their courses were asked to report the length of time spent on this element. The results are summarised in Figure 1. All respondents reported offering one or more hour of training in their courses.

[Figure 1 about here]

One degree course offered up to 30 hours of training. Four respondents were unsure about how much time was allocated. Most respondents (64%, $n = 18$) included CP within the first year of the degree and 21% ($n = 6$) included coverage of CP within the third year of the course, which would suggest that it is not revisited in most degree courses after the first year. Similarly, 21% ($n = 6$) included coverage in the second year: of these, 18% ($n = 5$) were PGCE courses and all covered CP (this adds up to more than 100% since some courses revisit CP education throughout the course). From these findings it is clear that, for whatever reason, most of the courses for which returns were made have included CP training.

Course Content and Teaching Methods

Data about the content of the CP input to courses are summarised in Table 1. Information about CP within school PE and school sport was included in 86% (n = 24). Both case studies of child abuse in PE and sport and how to detect children at risk in these contexts were included in 79% of courses (n = 22) but 7% (n = 2) replied that they were unsure what was taught under this coverage. From their replies, it seems that courses adhere broadly to the CPSU guidance (2006) described above.

[Table 1 about here]

Data on the methods deployed for the delivery of the CP course content are shown in Table 2. In most courses the content was delivered via lectures (86%, n = 24) and workshops (54%, n = 15), with 21% (n = 6) of respondents unsure how the information was delivered. This would suggest that, although the course covered CP, the responding tutors were not exactly sure how and what they were supposed to be teaching.

[Table 2 about here]

[Figure 2 about here]

The survey also asked who taught the CP element. The results are summarised in Figure 2. Non-specialists were used in 52% (n = 14) of cases, specialists in 46% (n = 13) of cases, school teachers in 14% (n = 4) and visiting speakers in 25% (n = 7). (This does not add up to 100% as some institutions use more than one method of delivery.) These results suggest that there is an absence of knowledge within core staff, supporting the conclusions of Carpenter (2005) and Malkin et al. (2000) that CP within the education system is lacking.

The Impact of Recent Teacher Training Guidance

[Table 3 about here]

Respondents were asked to assess the likely longer-term effects on their course provision of the recent mandatory regulations for ITT - the *2004 Framework for ECM* (see Table 3). None of the replies projected decreases in coverage of CP and 26% (n = 11) reported no projected effects at all. The majority noted that coverage was likely to increase. Other reasons for their lack of awareness of the guidance was given by 14% (n = 6). One respondent suggested that CP was not relevant for a non-teaching oriented course, again revealing a narrow interpretation of the issue. Two reported that the levels of professional responsibility and accountability required because of ECM (2004) were likely to result in an increase in complexity and sophistication of content rather than an increase in the volume of coverage per se. Awareness of ECM appeared to be reasonably good, boding well for the introduction of the new TDA standards in 2008.

Reflective Comments

Respondents were invited to add any additional comments they wished to make about the coverage of CP issues in their courses. Only four respondents did so. One wrote of the ECM documentation: "Like most tutors I suspect that the advent of the ECM will raise the profile of child protection." Another noted: "I would be horrified if ITE courses that you survey do not cover this area, as a key part of their work." Overall, whilst it is reassuring to note that ECM is recognised as important by tutors, it is less clear whether it is being applied systematically within their courses. The findings here thus support Baginsky and Hodgkinson's (1999) description of CP education coverage as 'patchy'.

Teacher Interviews

Verbatim transcripts from the group interviews were analysed using hierarchical content analysis, a process that identifies raw data themes, properties and dimensions (Miles and Huberman, 1994). All of the recent graduate teachers reported having received CP education within their PGCE or other externally-run courses. None had received training from previous degrees other than the PGCE course. Both Maher (1987) and the Children Act (1989) pointed out that ITT did not include any training requirements for CP in the late 1980s so the results here reflect a considerable improvement. The group interview participants reported, however, that although their higher education training equipped them to identify the signs and indicators of abuse, insufficient attention had been paid to the practicalities of dealing with and reporting CP concerns.

The teachers also expressed anxiety about allegations and how to avoid them. For example, when discussing the topic of comforting an injured pupil a teacher said: “I mean, as long as you have your body position open then that reduces the chance of someone accusing you or seeing something that’s not happening as it’s in full view.” One teacher was worried about the effects on peer teachers who might be involved in reporting them for abuse and another suggested that the possibility of unfounded accusations impacted on the work of designated CP/Welfare Officers: “I have dealt with Child Welfare Officers to rectify situations and it has not worked as they are worried to say or suggest interventions which could improve the situation.” Commenting on one of the scenarios, another teacher said: “I have put myself in a situation which is volatile and I could get myself in trouble ... there is not a lot of education on that side of the scenario.” The teachers reported feeling able to deal with minor situations but not with major ones. They agreed, however, that it was not their

job to deal with situations but simply to identify what was going on and to make appropriate referrals. One teacher said: “At least in a school there is a student manager or Head of Welfare expressing the problem. From that way it’s a lot easier because you put it onto people who know what to do.” For these teachers, their CP training appeared to have ignored mechanisms for reporting and dealing with abuse-related situations, resulting in a lack of knowledge and confidence about this.

The teachers were also asked about their pre-service and in-service CP training experiences. Regarding PGCE (pre-service) training, one reported not having received any, two had done some (of one-two hours’ duration) and one was unsure. One had received no further (in-service) training in the two years since their degree, two had been on a training workshop run by the Football Association and another reported completing a number of CP training sessions at previous schools. “At my old place of work we did three two hour child protection workshops, and that’s all I’ve done. That was only for Ofsted because we needed to do it and the college wanted to show that they were up to date.”

This implies that the teachers were unaware of the ECM (2004) framework, which is concerning. The participants were also asked about how satisfied they were with the training that they had received. One replied that, ‘deep down’ if a serious issue came about they did not think that they could handle it. One teacher felt that it was not their job to be an expert in the area of CP and, if it were, then they would have received more training, which could reflect a message from their degree preparation. They said that it was better to refer to someone with more knowledge of the issue than they had. It is certainly the case in Sports Coach UK training events that coaches are told they have a responsibility to refer, i.e. to act, rather than to make judgments about possible abuse. The new ECM guidance also stresses that safeguarding is *everyone’s* responsibility but clearly some teachers are still uncertain about this. Overall then, despite their important potential role in relation to CP, it would seem

that these particular teachers have only a minimum level of knowledge on the subject, and that their knowledge and confidence is inadequate for their professional responsibilities (Gibbons et al., 1995; Baginsky and Hodgkinson, 1999).

Limitations

The data here have a number of weaknesses. First, the non-response to the survey could mask a higher level and/or greater diversity of training activity than was reported. The fact that the data were requested for a masters degree dissertation (Rossato, 2007) might have made course leaders more reluctant to reply than had the request emanated from, for example, the NSPCC or the TDA. Further, the validity of the data could be compromised if the responding tutors were not those responsible for actual course delivery. The group interviews were drawn from a very small sample so the qualitative data might not reflect PE teachers' experiences more widely. In particular, the professional experiences of sport development officers and sport coaches were not gathered: they should be included in any future study. Finally, the timing of the study may have confounded the apparent inadequacies in training provision, falling as it did just after the introduction of ECM and just before the introduction of the new TDA guidelines: this meant that higher education had had relatively little time to adjust to these initiatives.

Conclusions

It is encouraging to note that the government is working on improving CP and safeguarding training (TDA, 2007). However, the findings of this study suggest that there is still much more to do. Many of the concerns expressed in previous studies, such as those about unfounded allegations, have been reinforced here in the context of the professional preparation of youth sport workers and PE teachers. CP training in sport-related degrees and

ITT PE courses is, at best, unbalanced and, with specific regard to reporting procedures and practices, inadequate. There thus appears to be a training gap within CP training for professionals who will enter the sport and teaching industries and take forward the nation's youth sport agenda.

Within the sports sector, where NGBs and CSPs have been driven by the National Standards (CPSU 2002) to establish CP training, strategies and designated person structures, there is widespread concern about the disparity in knowledge and practices between well-informed coaches and volunteers and those they are increasingly tasked to work in partnership with from Education. The CPSU has developed both training and resources for sports staff and volunteers to build upon basic awareness training/learning, including designated person training (called 'Time to Listen' – available in three different modules ranging from a three hour training for club level designated persons to a two-day residential training for national lead officers), safe sports events training and risk assessment in recruitment training. As ownership of CP within the sports sector has grown, the CPSU has increasingly worked in partnership with the NGBs, CSPs and other training providers (such as sports coach UK and Coachwise) to ensure that the training and resources it develops not only reflect changes in legislation and statutory guidance but also reflect the needs of the sector and its workforce development. The sport sector had previously held a presumption that this expertise would lie within the teaching profession and yet, in many ways, it is the sport sector that is ahead of physical education in this area.⁵ This has clear implications for partnership working between the Education and Sport sectors to deliver on the government's varied social agendas. These agendas include the safeguarding of children who could potentially fall through knowledge and expertise gaps in the system.

Finally, there is a clear need for more up-to-date research in order to examine how the new TDA and ECM guidelines are affecting PE teachers' and sport workers' everyday practice in dealing with child abuse situations.

Notes

1. Safeguarding is the wider concept that has replaced child protection. However, at the time that the graduates in this study went through their degree courses 'child protection' was still the most commonly used and understood term. It is therefore adopted in this paper.
2. Paul Hickson, coach to Britain's Olympic swimming team at the 1988 Olympics, was sentenced to 17 years in prison in 1995 after being found guilty of two charges of rape and 15 other offences against girls in his charge. Drew, former president of the British Swimming Coaches Association, later received an eight year sentence for his own sexual crimes against swimmers.
3. One key outcome of the *Strategy for Safeguarding Children and Young People in Sport 2006-2012* (CPSU, 2006b) is to develop and implement a national strategy for safeguarding skills and knowledge. The CPSU set up a multi-agency steering group in 2006 to co-ordinate the development of the strategy, working with key partners including Skills Active, Youth Active, sports coach UK, DCFS, the NSPCC, sports NGBs and County Sports Partnerships. A guidance document was produced as a key initial task for this group (CPSU, 2007).

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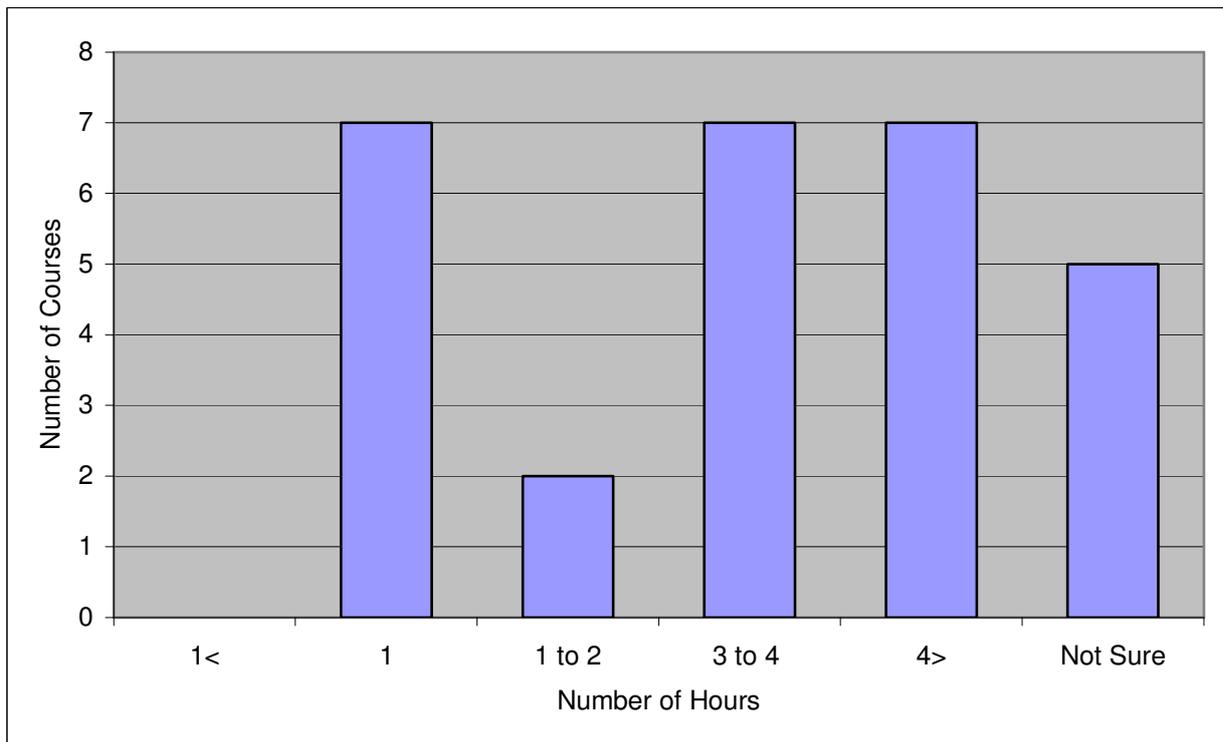


Figure 1. Frequency and duration of the child protection training element within higher education sport/PE courses (n =28)

Table 1. Coverage of different child protection themes within higher education sport/PE courses

Content (N = 28)	Courses offering coverage n (%)
Procedures for dealing with suspected abuse in a PE/sport context	23 (82)
Detection of children at risk in a PE/sport context	22 (79)
Agencies involved in child protection cases in PE/sport context	23 (82)
Incidence of child protection cases in schools within a PE/sport context	24 (86)
Incidence of child protection cases in society outside a PE/sport context	16 (57)
Discussion of Case Studies	22 (79)
Other issues	2 (7)

Table 2. Methods used to deliver child protection training within higher education sport/PE courses

Methods (N =28)	Courses using methods n (%)
Lectures	24 (86)
Discussion Groups	13 (46)
Seminars	12 (43)
Workshops	15 (54)
Distance Learning Materials	9 (32)
Not Sure	6 (21)
Other	6 (21)

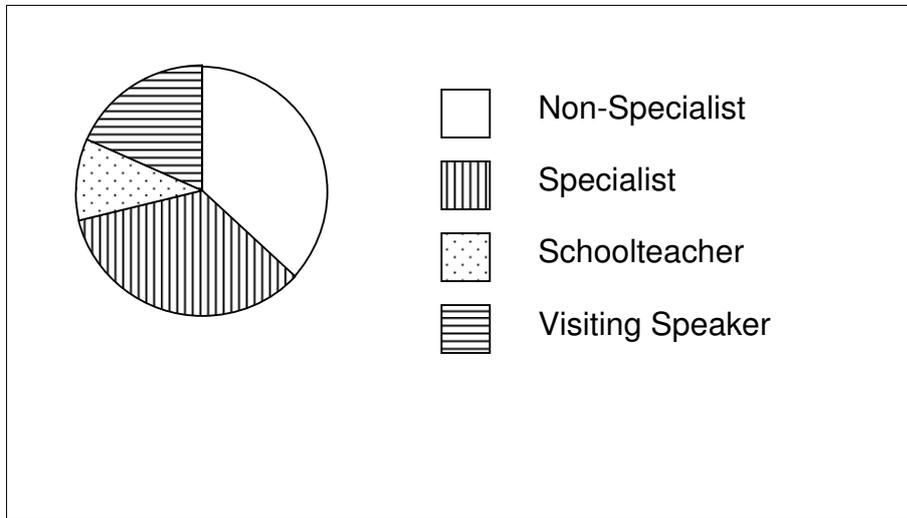


Figure 2. Percentage distribution of roles of tutors delivering the child protection training within higher education sport/PE courses (n=38)

(The n sums to more than the total respondents as some institutions had multiple delivery methods of child protection training)

Table 3. Tutors' perceived impact of Every Child Matters and new ITT guidelines for the child protection training within higher education sport/PE courses

Perceived impact (N=28)	Responses n (%)
No effect at all	8 (26)
Likely to increase	11 (41)
Not sure	5 (19)
Other	4 (14)
Total	28 (100)