



THE ART OF NOTE-TAKING FOR SAFEGUARDING IN CRICKET

Good notes protect children and adults, support decisions and provide evidence of the actions you have taken.



WHY GOOD NOTES MATTER



Protect children and vulnerable adults.



Support safe, consistent decision-making.



Provide an accurate record if reviewed.



Support continuity if others need to step in.



Demonstrate accountability and good practice.

If it isn't written down, it didn't happen.



GOOD LANGUAGE – USE...

- ✓ Observed... "I observed the player..."
- ✓ Reported... "The parent reported..."
- ✓ Stated... "The player stated..."
- ✓ Informed... "I was informed that..."
- ✓ Discussed... "We discussed..."
- ✓ Agreed... "It was agreed that..."
- ✓ Evidence suggests... "Evidence suggests..."
- ✓ Based on today's contact... "Based on today's conversation..."



AVOID...

- ✗ Opinion words (e.g. lazy, naughty, attention seeking, awkward, difficult)
- ✗ Assumptions or speculation
- ✗ Emotive or judgemental language
- ✗ Abbreviations or jargon others may not understand
- ✗ Copying and pasting without updating
- ✗ Delays in recording – write as soon as practicably possible



RECORD DECISIONS

Every significant decision should answer:

- ✓ What decision was made?
- ✓ Why?
- ✓ Who made it?
- ✓ What evidence informed it?
- ✓ What will happen next?



Example:

After discussing with the DSL, it was agreed that the concern met the threshold for referral to Children's Social Care. Decision based on disclosure, observed behaviour change and previous concerns recorded on [date]. Parent informed. Referral made on [date].

CORE PRINCIPLES OF SAFEGUARDING NOTE-TAKING

1 BE OBJECTIVE

Record facts, not opinions.

✗ **Instead of:**

The player was lazy and didn't try.

✓ **Write:**

The player arrived late to training (6:20pm for a 6:00pm start) and did not take part in the warm-up or drills when asked.



2 WRITE CHRONOLOGICALLY

Record events in time order so anyone can follow what happened.



- 🕒 17:45 Arrived at ground for U13 training.
- 🕒 18:00 Session started – all players present.
- 🕒 18:30 Individual conversation with player.
- 🕒 19:15 Spoke with parent/guardian.
- 🕒 19:45 Note completed.

3 RECORD WHAT MATTERS

Focus on significant information:

- Concerns raised (who, what, when, where)
- What you observed
- What was said (use direct quotes)
- Risks, protective factors and context
- Decisions made and why
- Actions agreed and by whom
- Changes in behaviour or circumstances



5 EXPLAIN YOUR THINKING

Record your professional reasoning.

Poor: Spoke to player.

Better:

Spoke to player following disclosure of feeling unsafe during training. Player appeared anxious and withdrawn. Given nature of disclosure and behaviour change, considered level of risk to be medium. Decided to inform Designated Safeguarding Lead (DSL) and speak with parent.



4 USE DIRECT QUOTES

Record exact words when important.



Example:

Player stated, "The coach told me I was useless and I should go and kill myself."

This is more accurate than:

Player was upset by the coach's comments.

6 SEPARATE FACT FROM ANALYSIS

Use a simple structure:

Observation	What happened / what I saw or heard
Analysis	What does it mean / my interpretation
Action	What will happen next



CRICKET CONTEXT – WHAT TO RECORD



PEOPLE INVOLVED

Players, parents/carers, coaches, volunteers, umpire officials. Include names and roles.



WHERE & WHEN

Be specific – club, venue, changing rooms, training session, tournament, (chat groups, social media).



WHAT HAPPENED

Behaviours, incidents, conversations, injuries, online content, concerns raised by others.



CONCERNS & RISKS

Nature of concern, vulnerability, impact on the individual, immediate and ongoing risks.



ACTIONS TAKEN

Who was informed, advice sought, support offered, referrals made, follow-up arranged.

COMMON SAFEGUARDING SCENARIOS IN CRICKET

- Disclosures from a player
- Inappropriate physical contact
- Bullying, teasing or intimidation
- Inappropriate language
- Concerns about online activity or messages
- Poor practice or boundary breaches by staff or volunteers
- Concerns raised by parents or players
- Suspicions or allegations about a person in a position of trust



WOULD THIS STAND UP IN COURT?

Use this self-check:

- ✓ Is this accurate?
- ✓ Is it factual?
- ✓ Can I evidence this?
- ✓ Is my analysis clearly distinguished from fact?
- ✓ Would another professional understand exactly what happened?
- ✓ Could I justify this note if challenged in court?



If the answer is YES to all, your note is robust.



PRACTICAL NOTE TEMPLATE – USE THIS STRUCTURE

- 1 Date, time and place of contact
- 2 Reason for note / context
- 3 Who was present (name and role)
- 4 Summary of events / observations (what happened)
- 5 Information given (use direct quotes where important)
- 6 Analysis (your professional interpretation)
- 7 Decision and rationale
- 8 Actions agreed (who, what, by when)
- 9 Follow-up / review date