



Safeguarding and Child Protection Policy

The EFA is committed to reviewing its Safeguarding policy and procedures in light of updates to legislation, statutory guidance and good practice. This policy was last revised in June 2026 and will be reviewed at least biennially (or more frequently as the need arises).

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Introduction and Definitions

Safeguarding

Safeguarding means preventing and protecting children and adults at risk from abuse or neglect and educating those around them to recognise the signs and dangers. Safeguarding includes protecting children and adults at risk from abuse and maltreatment, preventing harm to their health or development, ensuring children grow up with the provision of safe and effective care, and taking action to enable all children and adults at risk to have the best outcomes.

Children

Children are defined in legislation as people under the age of 18 years. Whilst for the purposes of this policy the legal definition applies, all competitors in an under-18 or schools tournament should be assumed to be under the age of 18 years.

Adults at risk

An adult at risk is someone over 18 years old who has care and support needs, is experiencing (or is at risk of) abuse or neglect) and as a result of their care and support needs is unable to protect himself or herself against the abuse or neglect (or the risk of it).

Staff

For the purpose of this document, the term “staff” include all paid EFA employees, all volunteer event organisers, all volunteers and all officials who attend events throughout the year.

Regulated activity

The statutory definition of Regulated Activity applies to this policy. In summary and in the context of the EFA, Regulated Activity in relation to children means the teaching, training, instruction, care or supervision of children, carried out by the same person frequently (once a week or more often) or on four or more days in a 30 day period (or overnight), without supervision.

The EFA does not currently undertake any Regulated Activity with adults at risk as defined in the relevant legislation and thus the focus in the remainder of this policy is on the safeguarding of children. The EFA Trustees will review and update this policy before commencing any Regulated Activity with adults at risk.

What is abuse?

There are four main types of abuse of children recognised by statute: physical, sexual, emotional and neglect. An individual may abuse or neglect a child directly or may be responsible for abuse by failing to prevent another person harming that child.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Examples of physical abuse in sport include extreme physical punishments; forcing a child into training and competition that exceeds the capacity of his or her immature and growing body, or limitations of a disability; assaulting a person; or where the child is given drugs to enhance performance or in the case of a child, delay puberty.

Sexual abuse

Sexual abuse involves forcing a child to take part in sexual activities, which may involve inappropriate touching, penetrative or non-penetrative sexual acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual photographic or online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse

Emotional abuse is the persistent maltreatment of a child such as to cause severe and persistent adverse effects on their development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing them from participating in normal social interaction. Emotional abuse may involve a child seeing or hearing the ill-treatment of another as well as serious bullying, causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone. Examples of emotional abuse in sport include subjecting children to constant criticism, name-calling, and sarcasm or bullying. It could also include their regular exclusion from an activity, non-selection for a team, failing to rotate squad positions or more subtle actions such as staring at or ignoring a child. Putting players under consistent pressure to perform to unrealistically high standards is also a form of emotional abuse.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may involve a parent failing to provide adequate food, clothing and shelter

(including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, or to ensure adequate supervision (including the use of inadequate care-givers) or to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Examples of neglect in sport could include: not ensuring children are safe, exposing them to undue cold or heat or unsuitable weather conditions, or exposing them to unnecessary risk of injury.

Bullying

Bullying is often considered to be a further type of abuse but when it does occur it usually has elements of one or more of the four statutory categories identified. In a sporting context, a bully can be a parent who pushes too hard, a coach or manager with a 'win at all costs' attitude or another intimidating child. It should also be recognised that bullying can take place in the virtual world of social networking sites, emails or text messages. Bullying should not be ignored and the victim should be supported through what can be a traumatic experience. Bullying will not just go away. Bullies can be very cunning and develop strategies to avoid it being seen by anyone but the victim. Bullying is not always obvious and may not be recognized as such by the perpetrator; bullying can occur even if the individual does not intend to cause harm. There are opportunities to bully at any event but it is the way that incidences are dealt with which makes the difference between life being tolerable or becoming a misery for the victim. Incidents of alleged or observed bullying should be reported to the DSL.

Other poor practice

Incidents of poor practice arise when the needs of children are not afforded the necessary priority, compromising their wellbeing. Poor practice can easily turn into abuse if it is not dealt with as soon as concerns are raised or reported. Examples of poor practice may be shouting, excessive training, creation of intra-club 'elite squads', ridicule of players' errors, ignoring health and safety guidelines and failing to adhere to the club's code of conduct. The EFA has adopted a low-level concerns policy to deal with matters of poor practice and other low-level concerns.

What are the signs of abuse?

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour. You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

EFA Safeguarding Policy

Statement

The EFA is committed to protecting the health, safety and well-being of all children at its events. The EFA has stringent and active measures in place in order to provide a safe environment for all children at events.

Safeguarding is everyone's responsibility and therefore all staff have a mandatory responsibility to act in accordance with this policy.

All schools also have a responsibility to ensure that their children are aware of their school's safeguarding procedures and protocols and EFA staff have responsibility for appraising themselves of any venue-specific safeguarding procedures and protocols at a tournament/event venue.

This policy should be read alongside the following EFA documents:

- The Spirit of Fives (Appendix A)
- Code of practice for teachers/coaches (Appendix B)
- Code of practice for competitors (Appendix C)
- Code of practice for parents/spectators (Appendix D)
- Code of practice for staff/officials/organisers (Appendix E)
- Photography policy (Appendix F)
- Risk Assessment (Appendix G)

Aims

We will put children's best interests first by:

- Protecting the welfare of children at EFA events at all times.
- Providing EFA staff with appropriate safeguarding training.
- Promptly and effectively respond to all safeguarding concerns, putting the welfare of the child at the forefront of all decision making.

The EFA recognises that:

The welfare of the child at our sports events is paramount, as enshrined in the Children Act 1989.

Safeguarding is everyone's responsibility, particularly regarding reporting concerns.

The rights, dignity and worth of all young people should always be respected.

All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse

Some children are additionally vulnerable which may be due to disability, language, sexual orientation, culture or for the fact that they perform in an elite environment. It is therefore important to raise awareness of additional risks and address needs, as required.

This safeguarding policy is only effective when EFA works in partnership with all schools and other organisations who attend our events.

It is everyone's responsibility to report abuse but it is the responsibility of child protection experts to determine whether abuse has taken place.

Statutory agencies (including the police and local authorities) have a key role in safeguarding young people and information should be shared with them as appropriate.

Procedures

Introduction

The EFA seeks to keep children and young people safe by:

Valuing, listening to and respecting all children.

Appointing a designated safeguarding officer (DSL) and assistant DSL, and a lead board member for safeguarding, with clearly defined responsibilities.

Ensuring all staff and organisers have read the EFA Safeguarding policy and procedures before their event.

Ensuring all organisers complete a risk assessment of the event, including identifying any roles that will be carried out by officials or volunteers that are deemed regulated activity and ensuring that those roles are performed only by persons with the legally-required DBS checks in place.

Sending the EFA Safeguarding Policy and codes of conduct to all schools that have entered each event. All schools will be asked to forward the codes of conducts to their parents and competitors to read.

Sending EFA Safeguarding Policy and codes of conduct to all officials and volunteers at each event. All officials and volunteers will be required to read and understand them before the event.

Recording and storing information professionally and securely.

Using our safeguarding procedures to share concerns and relevant information with schools, the relevant Local Authority Designated Officer (LADO) and statutory partners.

Using our safeguarding procedures and staff handbook to manage any allegations against staff appropriately.

Creating and maintaining a positive and anti-bullying environment.

Ensuring that we have an effective complaint and whistleblowing procedure in place.

Ensuring all health and safety measures are adhered to in accordance with the law and regulatory guidance.

Raising a concern

If a child discloses information to you at an event, you should:

- Stay calm. Avoid showing shock or upset
- Reassure them that they are not to blame and that they have done the right thing in making the disclosure
- Avoid making promises of confidentiality or outcome. It is essential that the discloser is made clear about the limits and boundaries on confidentiality and the possible need to report any ongoing risk of harm or abuse of a child or adult at risk
- Listen without judgement and allow the person to tell their story
- Seek clarification of facts but do not ask leading questions
- Make brief, accurate notes at the earliest opportunity
- Report concerns immediately to the DSL and give them as much information as possible.

As a member of staff, if you have any suspicions or concerns about the safety or welfare of a child at an event, you must pass these on to the EFA's DSL and to the relevant school's DSL as soon as possible.

If a child is in immediate danger or is at risk of harm, a referral must be made to the police and / or children's social care immediately. Anyone can make a referral. Where referrals are not made by the EFAs DSL, the EFA's DSL and the DSL of the relevant school should be informed as soon as possible that a referral has been made.

Low level concerns

What is a low-level concern?

A low-level concern is any concern that an individual may have acted in a way that:

- is inconsistent with the safeguarding policy or relevant code of conduct; but
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the Local Authority Designated Officer (LADO).

Examples may include:

- being overly friendly with children;
- having overt favourites;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;

- humiliating children.

Low-level concerns about an individual may be raised in several ways and from differing sources, for example a suspicion, complaint or disclosure made by a child, parent or other adult. They may also be raised as a result of vetting checks.

The importance of dealing with low-level concerns

It is vital that all low-level concerns are shared responsibly with the right person, recorded and dealt with appropriately.

Creating a culture in which all concerns about adults are dealt with appropriately should enable the EFA and its member schools to identify inappropriate, problematic or concerning behaviour early. This minimises the risk of abuse and ensures that adults working with children are clear about professional boundaries and act within these.

Low level concerns about any adult at an EFA event should be raised with the DSL, who will record the concern and consider appropriate onward referral internally (Lead Trustee) and externally (relevant school or club).

Digital Safeguarding

As well as organising tournaments and events the EFA works in the digital space, capturing and communicating content online about Fives players of all ages and communicating directly with players and members.

We recognise however, that there are as many Safeguarding risks associated with digital engagement as with physical engagement. In addition to the 'official' digital footprint of the organisation – that is, content created at the direction, or with the endorsement of the organisation, there exists significant potential for a large 'unofficial' digital footprint to exist, including genuine user-generated content (such as reviews or posts in networking groups) and illegitimate content. Unofficial content, in whatever form, can present safeguarding risks.

We moderate user content on our social media channels, and will report or remove and user content which could be deemed a risk. The EFA reserves the right to remove ANY content of any nature that is deemed inappropriate, report the user and the content to the relevant digital / social media channel and to escalate to relevant external authorities if appropriate.

Wherever possible, all private electronic communications regarding EFA events for under- 18s will be made via schools (teachers/coaches) and not directly with players.

Some EFA members are under the age of 18 and will therefore receive membership communications from the EFA (e.g. newsletters). EFA staff must avoid private direct communication with players under the age of 18 wherever possible. If it is for any reason necessary to communicate directly on an individual basis with a child, another adult (such as a parent or teacher) should be copied into the communication.

Any safeguarding concerns relating to digital safeguarding should be reported to the DSL in the same way as any other safeguarding concern.

Safeguarding Contacts and Responsibilities

EFA Designated Safeguarding Lead (DSL)

Name: Mandie Barnes

Email: mandie_101@btinternet.com

Telephone: *Please email with your number requesting a call back*

The DSL is responsible for receiving concerns raised by any individual, group or school, recording them, and making all necessary further referrals externally (policy/social services) and internally (lead trustee, CEO).

Assistant Designated Safeguarding Lead (ADSL)

Name: Christopher Davies

Email: chris.jdavies@live.co.uk

Telephone: +44 7796 756817

The ADSL is responsible for providing cover to the DSL, and being an alternative recipient of referrals where the referrer does not wish to liaise with the DSL for any reason. The EFA seeks to ensure that, where the DSL is female, the ADSL is male (and vice versa).

Lead Trustee for Safeguarding

Name: Matthew Chinery

The Lead Trustee is responsible for raising matters of concern with the Board of Trustees (including proposing serious incident reports to the Charity Commission), keeping this policy under review, and promoting a culture of good safeguarding across the organisation.

How to report your concern

All concerns should be recorded in writing. If in doubt about recording requirements, staff should discuss with the EFA's DSL. It is of help for the prompt and accurate recording of complaints that certain information is included in any report, and therefore if possible, please complete the form below and give it to the EFA's DSL.

Cause for Concern Form

Name:

Date of birth (if known):

Any disability or special needs (if known):

School or team:

What are your concerns about the child? Please provide a description of any incidents or observations including dates and times.

1. What have you observed and when? Include anything you have personally witnessed. Be clear about what is fact and what is your opinion.

2. What have you been told and when? Include anything the child or another person has told you. Use exact words if possible. Be clear about who has said what.

3. What have you heard and when? Include any information you have heard from a third party relating to the concern.

4. What action have you taken in response to this concern? Have you contacted anyone else in relation to the concern? If the parent(s)/carer(s) have not been contacted, please explain why.

5. If the child has a physical injury, have you sought medical advice? Has the child received any medical attention in relation to the injury?

Date and time of this record:

Your name (please print):

Your position or job title:

Your signature:

Date and time received by the DSL/ADSL:

[If first received by ADSL]: Date recorded by the DSL

Appendix A: The Spirit of Eton Fives

THE SPIRIT OF ETON FIVES

Fives depends for its unique appeal upon the players playing the game scrupulously fairly. It is a game almost invariably played without a referee, and so it is each player's responsibility to call their own shot down or out, to keep score accurately and agree it regularly, to make room for opponents to play their shots, and to be generous in offering and scrupulous in accepting lets. It is also each player's responsibility to encourage their partner to do likewise.

The Spirit of Fives involves RESPECT for:

- *your opponents (and their right to have an opinion that differs from your own)*
- *your partner*
- *the game's traditional values.*

It is against the Spirit of Fives:

- *to continue with a rally knowing that either your or your partner's return was not valid*
- *to falsify the score*
- *to deliberately obstruct your opponent or deny them room to play their shot*
- *to deny a let when there are reasonable grounds for one*
- *to accept the offer of a let when you did not have a GOOD chance of returning the ball fairly.*
- *to make excessive or prolonged noise under the guise of enthusiasm and motivation of your own pair.*
- *to make any derogatory remark about your opponents or their play.*

Infringement of these principles intensely compromises the integrity of the game and thereby the enjoyment and satisfaction of every player.

Appendix B: Coach Code of Conduct

ETON FIVES ASSOCIATION

A CODE OF CONDUCT FOR COACHES

Updated March 2026

The *Spirit of Eton Fives* encapsulates the philosophical standards and the *Code of Conduct for Players* the playing standards expected from every player, and both should constantly be borne in mind when coaching the game. Whenever a player falls from these standards, there is bound to be resentment, and the quality of any match will be diminished.

What follows is a more detailed explanation of the key points for coaches, but teaching the *Spirit of Eton Fives* as you coach your players is an essential pre-requisite for understanding the game's traditional values, and teaching the guidelines in the *Code of Conduct for Players* is crucial to embedding the principles of fair play into your players.

1. When organising fixtures, bear in mind the quality and relative experience of your opposition, and select your team accordingly. This is particularly important if you are potentially stronger than your opposition; there is little point in a one-sided fixture, and your own players will benefit much more from close matches (win or lose). If you have to cancel pairs or a fixture, do so with as much notice as possible.
2. When hosting a fixture, always welcome your opponents and any supporters, and explain the location of any relevant facilities, procedures for injuries and any local playing rules. Be mindful of any potential needs and offer refreshments where possible.

When taking a team away, explain clearly the standards of behaviour expected to your players and be sensitive to the environment that you are visiting. You are responsible for their whereabouts and behaviour at all times. This is particularly important when some pairs have finished early.

At the end of the match, be sure to thank your opposite number and their players if possible. When playing away, check that your players have all of their belongings and that they have left any changing area in an acceptable condition.

3. It is vital that your players **respect** the opposition whether they are playing or watching. A match where one pair disregards their opponents completely and treats them as robots to be annihilated ruthlessly is a very unsatisfactory experience for both pairs.

Teach your players that their opponents have a right to a point of view when discussing any dispute, and that any subsequent discussion should be

conducted in a civilised manner, without either the intensity or volume of the conversation being raised. Teach them the principle that a let should result in any situation where agreement cannot be reached, and that it is the players' responsibility to resolve any disputes themselves; they should only seek advice when that becomes impossible, and there is no consensus to play a let.

Discourage your players from excessive noise or encouragement of each other which is either designed to or will inevitably put off their opponents. Forbid any comments about their opponents, especially those which are personal or derogatory about their play. Discourage foul language or swearing at all times.

If any of your other players are watching a match, they should not encroach too close to the playing area, they should not interfere either verbally or by any other action with the conduct of the game, and they should not make excessive noise or encouragement which is either designed to or will inevitably put off the opposition. In particular, they should not make any comment about whether or not a shot is valid or give any opinion about lets.

Coaches should adopt the standards above at all times, except as described in paragraph 4. below.

No opposition player should ever feel intimidated by anything other than the quality of their opponents' play.

4. Coaches should only intervene during the course of a match in the following circumstances:
 - (a) Coaches should intervene once a rally has ended if they see **their own pair** unfairly return a shot or fail to return it within play, and should advise their pair to concede the point immediately. They should also intervene if they feel that **their own pair** is in the wrong when discussing a disputed point. It is inappropriate (and tantamount to cheating) to remain silent in these situations knowing that your pair is behaving unfairly.
 - (b) Once it is clear that the players are unable to resolve a dispute or to achieve consensus to play a let, a coach should intervene and instruct that a let be played, unless **all four players** agree to ask their opinion on the point at issue.
 - (c) If a coach is certain that the score is incorrect, they may ask their **own pair** to check the score, but it is all four players' responsibility to agree it ultimately.

It is inappropriate for a coach to intervene in a match if they believe that the **opposition pair** is playing unfairly. they should consult their opposite number, point out any concerns, and ask them to talk to their players immediately.

It is inappropriate for a coach to impose a score on a match just because they are certain it is correct unless the players ask their opinion. All four players must agree any change to the score. If no agreement is possible they should consult their opposite number to help resolve the issue.

If it is not possible for the coaches from each side to resolve a dispute, then the Tournament Director should be summoned, whose decision is final. At their discretion, or at the request of either side, a referee may be appointed to ensure that the match is played fairly; their decision is final.

5. It is important that a coach teaches their players the Laws of the Game, and in particular the following points should be clearly understood:
 - (a) The etiquette of offering lets, especially that a let should **always** be offered if there is any possibility that a player has obstructed their opponent.
The etiquette of accepting lets, especially that a let should only be accepted if a player feels that they had a **good** chance of returning the ball fairly.
That a let should result when the players cannot resolve a dispute.
 - (b) That the cutter's partner may attempt to catch the ball provided that they are of the opinion that the cut is going out of court. However, if they drop it, they must not interfere with it and obstruct their opponents' right to try to return the ball before it bounces for a second time. This is the only occasion that a player may prevent the ball from going out.
However, the cutter's partner may **not** attempt to catch a '**game ball**' cut.
 - (c) That a '**blackguard**' cut which goes directly out does **not** count as a point.
 - (d) That the ball must be struck cleanly, and not be held, to constitute a fair shot, and that if the ball hits both gloves either simultaneously or consecutively it is a foul stroke which the offending player should declare.
 - (e) That the **server's** partner has choice of position in the back of the court, and the cutter's partner must adopt a position which allows them a free stroke; this is especially important at 'game ball'.
 - (f) That if the score reaches 10-10, then the **cutting pair** have the choice of playing 'game ball' at 11, 12 or 14 (i.e. up to 12, 13 or 15 respectively).
That if the score reaches 11-11, then the **cutting pair** have the choice of playing 'game ball' at 11 or 13 (i.e. up to 12 or 14 respectively), unless the game has already been set at 10-10.
That having set the game, if both sides reach 'game ball' it is 'sudden death'.
 - (g) That it is **compulsory** to change cut once the **cutter** has lost two points, but that it is not possible to do so until they have lost two points.
In determining which player has lost a point, if neither player has touched the ball before the second bounce, the loser of the point is resolved by the **first** bounce, if on top step the cutter, and if on bottom step their partner.
However, it is **not** possible to change cut if the opposition reach '**game ball**'.
6. It is important that a coach teaches their players the Spirit of the Game, and in particular the following points should be clearly understood:

- (a) That whilst a player may hold their ground as they complete a stroke, the opposition should always be given a clear opportunity to play the ball.
 - (b) That it is unfair to deliberately obstruct an opponent or to prevent one of their shots going up by moving across its line, or to deliberately play a shot to hit themselves, especially when the opposition are serving.
 - (c) That every effort should be made not to obstruct a 3-wall cut, and to be well forward of its line by the time the ball passes.
 - (d) Every effort should be made to prevent an obstruction of a 'game ball' cut which misses the buttress.
 - (e) That it is unfair to continue with a rally when it clear that a player or their partner's shot has not been returned fairly, or to deliberately falsify the score. A coach should **insist** that their players are scrupulous on both these counts.
 - (f) That it is unfair to make excessive noise or encouragement under the guise of motivation or to comment in any way about the opposition or their play.
 - (g) That it is unfair for any player, coach or spectator to 'bully' the opposition in any way, other than by the excellence of their play.
 - (h) A coach should insist that players treat each other with **respect** and in a cordial and civilised manner at all times; in particular they should ensure that any discussion regarding a dispute is conducted in a balanced and fair way.
 - (i) A coach and any of their players or parents who are supporting should be encouraged to acknowledge and applaud good play by **both sides**, not just support their own players.
7. **Unless agreed otherwise at any stage**, coaches should not give any **tactical coaching by word or action** during a **game**. Encouragement by word or action is allowed, provided that neither its volume nor frequency is excessive, and provided that it does not put off opponents. Tactical coaching by word or action is allowed **between games**.

Players will adopt the standards that their coach teaches them, and that they themselves adopt when playing with or watching them. When doing so, a coach should ensure that their own standards are impeccable, and intervene and advise when their players' standards are not, so that they are in no doubt of what is expected. If their players fall from the expected standards it will reflect poorly on how they have been coached and will ultimately be the coach's responsibility.

Appendix C: Player Code of Conduct

A CODE OF CONDUCT FOR PLAYERS

Updated March 2026

The *Spirit of Eton Fives* encapsulates the standards expected of every player, and should constantly be borne in mind when playing the game. Whenever a player falls from these standards, there is bound to be resentment, and the quality of the match is diminished. What follows is a more detailed explanation of the key points, but following the *Spirit of Eton Fives* scrupulously is a pre-requisite for an enjoyable and fair match.

1. Always try to play the game positively, fairly and giving of your best at all times. It is an insult to your opponents to lower your standards. Some matches are bound to be competitive, but taking the game too seriously, too light-heartedly or arrogantly will diminish your opponents' enjoyment.
2. Watch both your and your partner's shots carefully, and be scrupulous in declaring an invalid stroke by either immediately. It is cheating to fail to do so, hoping either that your opponents don't notice or for a let in any subsequent discussion.
3. Keep the score carefully, and agree it with your opponents regularly. It is cheating to deliberately falsify the score or to go up knowing that it is a third hand, hoping to get away with it if your opponents don't notice.
4. In a game where four players play in a confined space with hazards, it is inevitable that obstructions will occur. However it is each player's responsibility to make way to allow their opponents a clear space to play their shot. Standing still (especially near the buttress or front wall) and expecting your opponent to run or play their shot around you is unacceptable. Deliberately doing so is cheating.

However, a player has the right to keep a position whilst completing their shot, providing that they give way immediately afterwards.

It is cheating, when you are the cutting pair, to deliberately run across the line of an opponent's shot on its way up so that it hits you, or to deliberately play the ball up in such a way that it hits you subsequently, and a let results.

Particular care should be taken to get out of the way and allow your opponents a clear opportunity to play the ball when you perform a three-wall cut. Best practice is to be well forward of the ball when it would have passed across your path.

At game ball (step), if your partner is cutting, your opponent has choice of position, so you must take a position well away from their chosen area (i.e. out of court, or on the other side of the court from their position), so that there is no chance of you being in the way of the cut if it comes through to the back

step.

5. Offering, accepting and discussion about lets requires particular integrity:

If you know or suspect that your opponents have been disadvantaged by either you or your partner in their attempt to play the ball, you should always offer a let. It is acceptable to request a let if your pair has been disadvantaged and your opponents have failed to notice.

You should only accept a let if you or your partner would have had a **realistic and probable** chance of returning the ball fairly. It is unfair to accept a let if there is only a **possibility** that you would have done so.

When discussing lets or any other matter, always bear in mind that your opponents have an equal right to an opinion that is different from your own. It is unfair to impose your opinion on them, so that they feel on the defensive and obliged to give way. The natural recourse in an unresolved discussion is a let; always be self-critical of your own position to ensure that what you are arguing is reasonable.

In the unusual and undesirable situation where a discussion cannot be resolved, it is reasonable for a spectator to be asked their opinion, provided that all four players agree to abide by their judgement in advance. A Tournament Director has the right to intervene to help resolve a dispute, and in school matches, a Coach or Master may do so (please see separate notice: Code of Conduct for Masters/Coaches).

6. Try to adopt a positive and cheerful manner towards your opponents, especially when discussing matters of disagreement; they have a right to an opinion just as much as you do. It is reasonable to be firm in your opinion if you are certain of your position, but it is also important to listen to and analyse your opponents' point of view.

It is acceptable to encourage your partner with reasonable frequency and volume. However excessive frequency or volume under the guise of enthusiasm or motivation of your own pair becomes an irritation to your opponents, is bound to antagonise them and should be avoided.

Negative or personal comments on court regarding your opponents, either directly at them or to your partner, whether personal or regarding their play, should be avoided at all costs. Positive comments are to be encouraged. Foul language and/or swearing should be avoided, unless it is 'under the breath' and self-recriminatory. No such language should be audible outside the court. It is a gross violation of the standards not to respect these conditions.

7. When your partner's cut is going out, you have the right to catch the ball or knock it back into court, provided that you either have part of one foot in the court, or if you are in mid-air, the first foot that lands does so in court.

However if you knock it back into play, you **must** allow your opponents the chance to play the ball before it bounces for a second time. Deliberate interference with the ball before this point is cheating.

8. It is acceptable to play a stroke with both hands together, however you must be scrupulous in declaring a foul stroke if the ball makes contact with both gloves either consecutively or simultaneously (i.e. it is a fair shot if the ball only strikes **one** glove).

When playing a stroke, you should ensure that it is a clean impulsive hit, and not held or carried in the hand in any way. In the latter case, a foul stroke should be declared immediately. The one exception to this is when playing a ball which is in contact with the front wall, in which case you are allowed to play the ball, which inevitably strikes your glove again immediately, and you should then allow the ball to fall, with the opposition having the option of playing the ball or taking a let.

9. Having **respect** for your partner, your opponents and the game's traditional values are an integral part of playing fives. Most serious problems result when this key requirement is ignored.

If all four players approach a game with a positive and cheerful attitude towards their partner, their opponents and the game, and maintain it throughout, then both you and your opponents will enjoy your matches.

10. A referee may be requested by either pair, either before or during a match, or may be imposed by the Tournament Director at any stage. If a referee is appointed, the players should attempt to play to the same standards as if there were no referee, and in particular, should attempt to resolve disputes themselves. The referee is there to adjudicate upon any discussions which are not resolved, and to ensure that the game is conducted according to *The Spirit of Eton Fives*. In such circumstances their opinion is final and must be accepted by the players.

***For when the Great Recorder comes to count against your name,
He cares not that you won or lost, but how you played the Game.***

Appendix D: Spectator Code of Conduct

A CODE OF CONDUCT FOR PARENTS/SPECTATORS

EFA events and tournaments are held in high regard by member schools. The EFA's code of conduct for parents and spectators is a set of behaviours we expect at our events. The code aims to ensure that all EFA events are enjoyable and fair for all children involved.

Introduction

Eton Fives is possibly unique as a sport in as much as right up to the highest level, the game is played without a match referee or umpire. All decisions on court – (for example if the ball was up or down / the ball was in or out / a player was obstructed in their attempt to play the ball) are decided by the players in unison on court.) If there is any doubt between them they should play a let. No one outside the courts should attempt to interfere with this decision making process. Even if players ask for advice the only thing you can say is to remind them that they must reach the decision on court and that if there is any doubt they should play a let.

As a parent/spectator at an EFA sports event, you have a responsibility to:

1. Fully commit to this code of practice.
2. Ensure that you are aware of the EFA safeguarding policy and procedures.
3. Be a positive role model and lead by example.
4. Remember that children are involved in sport for their enjoyment; they are not playing to satisfy your ambitions.
5. Encourage children to play by the rules.
6. Applaud good play by members of all pairs not just your own.
7. Not question publicly the officials' judgement and never their honesty.
8. Do not harass players, coaches or officials or use unpleasant language.
9. Recognise the importance of coaches. Allow them to decide what is best. They give their time, energy and experience to provide guidance for children.
10. Emphasise enjoyment and fun. Praise and reinforce effort and improvement.
11. Be aware of the physical demands that sport places on children.
12. Never ridicule or shout at any child for making a mistake or losing a competition.
13. Teach children that effort and teamwork are as important as victory so that the result of each game is accepted without undue disappointment.
14. Turn defeat into victory by helping children work towards skill improvement and a positive sporting attitude.

Thank you for your support of the EFA's events and tournaments, and for your children in playing the sport in accordance with the Spirit of Fives.

Appendix E: Staff Code of Conduct

A CODE OF CONDUCT FOR EFA STAFF/ORGANISERS/VOLUNTEERS

EFA events are held in high regard by members, schools and clubs. The EFA staff code of conduct is a set of behaviours we expect at our events. The code aims to ensure that all EFA events are enjoyable and fair for all involved.

As an official/volunteer at an EFA sports event, you have a responsibility to:

1. Fully commit to this code of practice.
2. Ensure that you have read and understood EFA safeguarding policy and procedures and that you follow them at all times.
3. Be a positive role model and lead by example.
4. Ensure the safety of children throughout the event.
5. Explain your decisions clearly and concisely and at all times to be fair and unbiased.
6. Refuse to tolerate or condone unfair play of any kind.
7. Emphasise the spirit and the ethos of the game.
8. Take time to speak to players and coaches after the game.

Appendix F: Photography Policy

This policy sets out EFA's approach to the use of photographic images supplied to the association by member schools, and the taking of images by EFA staff and professional photographers for EFA sports events.

It outlines the key principles we adhere to in managing the receipt, use, and publication of such images. It does not cover the use of pupil images in individual schools; member schools are advised to determine their own school policy based on statutory guidance, good practice and the specific needs of their school environment.

Why we publish images:

As part of our service to member schools, we use images of pupils and school activities, including images taken at sports events by EFA staff and / or professional photographers, to promote the work of the association and the benefits of membership.

We may publish images as follows:

- On the EFA website
- On any of EFA's official social media accounts, including LinkedIn Facebook and Instagram.
- Within in-house publications, such as electronic newsletters

We do not pass any images involving children on to third parties, nor do we authorise their use in other publications without consent.

EFA will comply with its data protection obligations under the Data Protection Acts when processing personal data in such circumstances.

Images supplied by schools

All schools should have their own policy in place covering the use of pupil images.

Schools should handle images according to their own legal obligations. When a member school shares a pupil image with EFA, with an assumption that the image will be published, the Association reasonably assumes that the member school has passed on the image in good faith and in accordance with their own agreed policy on the taking and handling of images, and have obtained all requisite consents.

Photography at EFA events:

EFA staff and external photographers may take photographs at sports events, for use by the association in the ways listed above.

We avoid close-up pictures of individual children, unless a pupil is being recognized for a specific individual achievement (e.g. winners/finalists of a tournament, EFA Young Player of the year).

We will avoid using the first and last name of a pupil alongside a photograph in all under-16 tournaments (and younger).

Teachers/coaches are required to inform the event organiser if any of their students should not be photographed.

Appendix G: Template Risk Assessment

What are the risks? <i>List significant hazards which may result in serious harm</i>	Assess The Risk <i>List who may be harmed and how seriously</i>	Evaluate the Risk <i>How likely is it that the hazard could cause harm? Are there any existing Controls?</i>	List Further Action <i>List proposed action and the person responsible for it</i>
Organisers, officials and volunteers finding themselves in regulated unsupervised activity with children.	Any children at the event.	The main organiser of the competition will check their workforce and ensure areas at the event are kept separate for the children e.g. separate toilets and changing rooms. Tournament organiser responsible for assessing if any roles (and which) are regulated activity. It is each school's responsibility to ensure compliance with their own safeguarding policies and procedures in respect of their own staff/coaches. All staff or adults who are responsible for the care and wellbeing of children at EFA events must be fully compliant with Keeping Children Safe in Education 2016 and have undertaken the appropriate checks.	In instances where the officials do not have a DBS check, the organiser of the event will assess whether the role that the official will fulfil at the event will be regulated activity or not. If it is not regulated activity, they are permitted to officiate at the event without a DBS check. If they will be in regulated activity at the event, the organiser must inform EFA who will carry out a DBS check on the official, via a licensed school, in plenty of time of the event. The same applies to volunteers at the event – the organiser will assess the role via their Risk Assessment and if the volunteer will be in regulated activity during the event, EFA will carry out a DBS check on them. Separate changing facilities and toilets for competitors and parents/officials should be provided.
The smooth	Anybody attending	Sufficient and additional cover in place	In the event of the absence of an EFA

running of the event.	the event	for the running of tournaments.	official, school teachers and coaches must satisfy themselves and each other there that there is sufficient expertise with safeguarding training to both run the event and ensure the safety of children
Use of photography at EFA events	Any children at the event	Schools are informed of the EFA's photography policy.	Schools must highlight any children who should not be photographed when booking or as soon as possible thereafter.
Injuries	Competitors – as well as spectators and organisers	EFA tournament organiser to decide if courts are dangerous or unplayable. Sufficient number of adults attending event with first aid training.	Emergency Services to be called if required.
Potential catastrophe at the event e.g. a fatal injury, a terrorist attack etc	Anybody attending the event	A member of EFA staff will generally be at the event to assist.	Schools teachers, Coaches and parents of children to take responsibility for care and protection of their children. EFA staff will handle any media/press in liaison with the relevant venue and participating institutions.