

JOCKEY COACHING

Handbook



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FOREWORD

The British Horseracing Authority's initiative to launch the Jockey Coach Programme has been a huge step forward for racing in general and jockeyship in particular. Every new licensed jockey will be very fortunate to be in a position, at no cost to them, to receive high class coaching right from the beginning of their careers and have someone to turn to for help and advice. The fact that the jockey coaches who have been recruited are former jockeys means that they have a wealth of experience and, through their coach education and coaching qualifications, are now in a great position to pass on their knowledge to the next generation of jockeys. This *Jockey Coaching Handbook* will not only act as a refresher and guide to the jockey coaches, but it also sets out what the whole programme is about. The very thorough and easy to understand way that the coaching process has been outlined makes this Handbook not just useful for jockey coaches but would be a must-read for any coach regardless of their sport.

It has been a pleasure and privilege to have been involved with the education of jockey coaches so I hope you will get as much enjoyment from reading the Handbook as I have, and my thanks and congratulations go out to everyone who has been involved.



Yogi Breisner
British Eventing World Class Programme Manager
and Lead for World Class Programme
Coach Development



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INTRODUCTION

The British Horseracing Authority (BHA) Jockey Coaching Programme (JCP) was first introduced into the industry as a pilot scheme in 2010. The aim of the pilot was to provide young and inexperienced jockeys with an opportunity to develop their careers, and work with experienced former professional jockeys who have undergone extensive training and gained qualifications in coaching techniques. Expanded to become a full initiative in February 2014, the JCP aims to provide coaching opportunities to all apprentice and conditional jockeys, as well as those already established in their chosen profession.

Coaching is provided in a number of ways, and the coaches will select one or more forms of delivery that best suit the individual to provide ongoing support, guidance and education to encourage each jockey to achieve his or her optimum potential.

The JCP provides a holistic approach to career development for jockeys, with coaches working closely with other industry professionals, including nutritionists, fitness experts, racing officials and the industry training providers – the British Racing School (BRS) and Northern Racing College (NRC), which work alongside the Jockeys Employment and Training Scheme (JETS) and the Injured Jockeys Fund (IJF).

Nationally recognised qualifications or training frameworks are available for jockeys, including the Advanced Apprenticeship in Sporting Excellence or the Diploma in Racehorse Care and Management with the race riding pathway.

Apprentice and conditional jockeys are able to develop their skills and experience within the Racing Excellence Series of training races. These races are supported by a qualified jockey coach who will provide pre-race advice, walk the course and give post-race reviews.



THE ROLE OF THE COACH

Coaching is both challenging and rewarding. It provides an opportunity to give specialist support to apprentice and conditional jockeys, and encourage them to reach their optimum potential and achieve their ambitions.

Coaches who have completed race riding careers have a wealth of knowledge and experience to impart, and coaching can be a very satisfying experience, as well as keeping them mentally and physically fit.

Coaching is about developing skills, communicating knowledge in a clear and concise way, understanding how people like to learn and what type of environment they learn best in.

A BHA-appointed jockey coach is contracted by the JCP Managing Agent. (From February 2014, this has been a joint arrangement between the BRS and NRC.) The jockey coach must:

- be UKCC trained and qualified (to Level 2 or 3)
- hold an appropriate first aid qualification
- hold an appropriate safeguarding qualification
- undertake the required Disclosure and Barring Service (DBS) checks.

JOCKEY COACH RESPONSIBILITIES

The main purpose of the role is to provide coaching and mentoring to apprentice and conditional jockeys on the JCP in line with agreed industry policies and guidelines. Jockey coaches are required to deliver coaching to an agreed number of jockeys (normally a minimum of six) enrolled on the JCP.

Coaching will be delivered through:

- simulator activity
- fitness advice and support
- telephone mentoring
- pre-race guidance
- post-race reviews
- mentoring and providing advice and support
- coaching workshops
- video analysis
- attending Racing Excellence Series races
- engaging with other specialist professionals where required, including:
 - nutritionists
 - sports psychologists
 - fitness professionals
 - physiotherapists
 - mental health practitioners
- maintaining accurate records of coaching activity, which will:
 - allow progress to be monitored and measured
 - provide accurate assessment of performance
 - provide feedback to the jockey and others.

A good jockey coach will continually strive to improve all jockeys, regardless of difficult situations or personal feelings. They will gain respect through maintaining a professional attitude. They will have an ability to develop techniques into skills and maintain a safe coaching environment, with due regard to equality and diversity policies.

REQUIREMENTS OF A JOCKEY COACH

A jockey coach should be able to:

- work flexibly to support young and inexperienced jockeys and fit in with their availability
- attend Racing Excellence Series races when required
- attend training and continuous professional development (CPD) when required
- act as a role model for young jockeys
- commit to working in line with agreed BHA policies and working practices
- be able to establish effective working relationships with jockeys, trainers and other relevant stakeholders
- continually strive to improve all jockeys, regardless of difficult situations or personal feelings
- gain respect through maintaining a professional attitude
- develop techniques into skills
- promote horse welfare
- maintain a safe environment.

A successful jockey coach may need to fulfil a variety of roles, which could include:

- teacher/trainer
- organiser
- role model
- decision maker
- adviser
- counsellor
- disciplinarian
- mentor
- supporter
- educator.

QUALITIES OF A JOCKEY COACH

A jockey coach needs:

- a strong working knowledge of British racing
- a positive, rider-centred attitude
- a trained eye to assess strengths and weaknesses in performance
- a 'tool kit' of solutions for fault correction.

CONTINUOUS PROFESSIONAL DEVELOPMENT

A good coach should continually strive to improve him or herself. This will include self-reflection and the desire to attend relevant developmental training and activities that enhance their coaching skills. CPD activities will be provided by the Managing Agent. Jockey coaches are required to attend an agreed number of CPD activities per annum.



ALLOCATION OF JOCKEYS TO COACHES

The BRS is responsible for allocating a jockey to a jockey coach once authorised by the BHA. Jockeys will be allocated on a geographical basis, although some jockeys may request to be assigned to a particular coach. Any such request will be considered according to the coach's availability.

When allocating a jockey to a coach, the BRS will follow the procedure below:

1. Contact the jockey coach to ensure they are able to take on the jockey.
2. Contact the jockey to inform them they have been assigned a jockey coach, and give their name and contact details.
3. Contact the jockey's employer to advise them that the jockey has been accepted on to the JCP, and provide details of the relevant coach.
4. Send the contact details by email to all three parties (jockey, coach and employer).



POINTS TO NOTE

Jockey coaches will not be entitled to claim for any coaching provided to a new jockey prior to the above procedure being carried out.

If a jockey approaches a jockey coach, but it transpires that they are not within a reasonable travelling distance, they may be offered a coach closer to them, except in agreed circumstances.

GUIDELINES FOR 'DISTANCE COACHING'

It is accepted that the panel of jockey coaches will be unable to offer full nationwide coverage of coaching services. However, where a jockey is located at a significant distance from their coach, the following points should be considered:

- Coaching does not always have to be done face-to-face, and having a mentor to discuss pre- and post-race tactics can be extremely beneficial. Simulator footage can be sent and analysed by the coach.
- Regular, albeit not weekly, direct coaching sessions can be arranged. Mileage costs will be met by the JCP as long as they are reasonable and submitted in a timely fashion.

GUIDELINES FOR CHANGING COACH

There will be occasions when a jockey needs to change coach. The guidelines below should be followed depending on the specific circumstances:

Jockey changes trainer

If a jockey moves to a new employer in a different area, the BRS should be informed immediately by the jockey coach and jockey. The BRS will then consult with the existing coach, the new employer and the jockey to discuss future coaching arrangements. This may result in the jockey being assigned a new coach situated within the new area, or the existing coach may retain the jockey but move to a 'distance coaching' model. All parties will be fully consulted and informed during the process.

JOCKEY/COACH RELATIONSHIP

There may be occasions when the jockey, jockey coach or employer feels that the jockey/coach relationship is not working. In such instances, the BRS should be contacted so that alternative arrangements can be considered.

CHANGE OF CIRCUMSTANCES

It is essential to the smooth running of the JCP that jockey coaches advise the BRS of any changes in the circumstances of any of their allocated jockeys, however minor they might appear. To enhance the promotion of the JCP, it is particularly valuable for coaches to advise the BRS of any career achievements of any of their jockeys, such as riding a winner, having a high profile ride booking, or achieving a career milestone such as a big race winner or riding out a claim.

RIDING OUT A CLAIM

In order to support a jockey when they have ridden out a claim and are embarking on the next stage of their professional career, the JCP provides a three-month transition period, during which the allocated coach can continue to provide coaching services.

COACHING ACTIVITY

Every jockey on the JCP is entitled to up to four hours' coaching per month, with any changes to this provision being advised in advance. Not all jockeys require this level of coaching, and therefore the amount of coaching provided should be agreed between the jockey, coach and employer.

Where a jockey is injured or resting, the coach may continue to coach them, although their involvement may be more of a guidance/supporting role.

COACHING PREPARATION AND PLANNING

THE COACHING ENVIRONMENT

It is the responsibility of every jockey coach to ensure that learning takes place in a suitable and safe environment. Jockey coaches are required to support the health and safety of horses and jockeys in their charge.

A risk assessment of the venue must be carried out before coaching takes place, as well as establishing access to first aid facilities and the emergency services. The jockey coach could be held liable if, in the event of an accident, these procedures have not been followed.

Before the training session commences, health and safety issues should be pointed out to participants, tack and equipment checked, and jockeys asked if they have any medical issues or recent injuries.

PREPARATION FOR THE COACHING SESSION

Before coaching can take place, it is important to plan and prepare to ensure that sessions are structured and progressive, enabling improvement to take place. A jockey coach operating at any level is responsible for planning, delivering and reviewing coaching sessions.

This requires coaching sessions to be pre-planned to provide structure and progression, and includes:

- identification of the jockey's needs
- establishing appropriate and attainable goals for the session
- planning a suitable route to achieve the session goals.

The jockey coach must then choose the most appropriate style of delivery for the level of participant. Possible styles include:

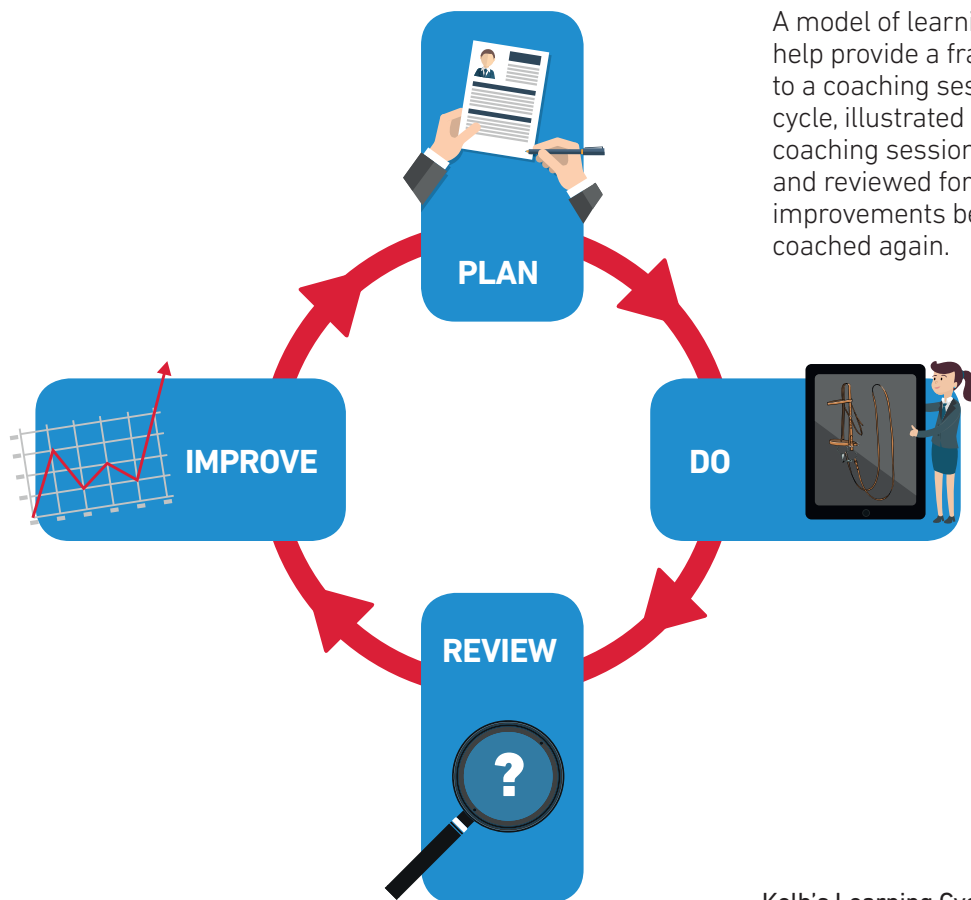
- tell and show – used to help a jockey develop a technique into a skill
- question and empower – used to challenge the jockey to develop their own ideas and style
- set up and stand back – facilitating learning while allowing the jockey to perfect their skill set.

PLANNING A COACHING SESSION

A plan is a decision that defines the most appropriate way to achieve a goal or an outcome. A plan is flexible and can alter at any time to accommodate a change in circumstances or injury, or an unexpected change in direction towards a goal.

Components of a plan include:

- agreeing an end goal or ambition
- establishing where the jockey is in relation to that end goal
- confirming the skill set they have technically, tactically, mentally, physically, nutritionally and socially
- working out the actions and improvement needed to attain the goal
- setting realistic timescales to achieve the goal
- a development path for the short, medium and long term that will keep the jockey motivated and maintain their belief in their ability to achieve their end goal
- methods for the jockey coach to monitor and evaluate progress.



A model of learning is a useful aid to help provide a framework and structure to a coaching session. Kolb's learning cycle, illustrated below, details how a coaching session is planned, delivered and reviewed for positive outcomes and improvements before the session is coached again.

Kolb's Learning Cycle (1984)

To plan effectively, the jockey coach will need to have a discussion with the jockey in order to develop a suitable training programme. To produce a top performance, the following criteria should be considered and fed into the training programme:

- technical (balanced body position, changing hands, changing the whip)
- tactical (decision-making ability, reading a race, understanding form)
- physical (fitness, speed, power, flexibility, strength)
- nutrition (balanced diet, food for fitness)
- mental (attitude, concentration, confidence, motivation, control)
- lifestyle (work/life balance)
- career development (short-, medium- and long-term career plans)
- communication (ability to liaise with agents and owners)
- health and safety (working safely, understanding safety requirements within the sport).

PROFILING

Performance profiling is a valuable method of collating the above information into a table or diagram that a jockey and their jockey coach can utilise to bridge the gap between current performance and end goals.

A performance profile presents a jockey's progress in an easily readable chart and provides a useful point of reference for the jockey and jockey coach to discuss areas needing improvement. This could range from lifestyle changes to improving a specific riding skill such as changing the whip. The jockey and jockey coach each complete a profile for the jockey and then compare their viewpoints.

The following examples illustrate two different types of profile – a performance profile chart and a spider diagram.

EXAMPLE PERFORMANCE PROFILE – RACING

Name:

Date:

Scoring Criteria**5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Poor, 1 = Unsatisfactory**

Circle the number you feel applies to you. Try not to think too much about your answer, just go with your instinctive feeling.

Physical

General fitness	1	2	3	4	5
Flexibility	1	2	3	4	5
Endurance/stamina	1	2	3	4	5

Strength

Upper-body strength	1	2	3	4	5
Lower-body strength	1	2	3	4	5
Core strength	1	2	3	4	5
Overall strength	1	2	3	4	5

Please list any limiting factors (medical issues/disabilities):

Basic Race Riding Skills

Balanced body position	1	2	3	4	5
Pushing technique	1	2	3	4	5
Changing hands	1	2	3	4	5
Maintaining balance and momentum when fatigued	1	2	3	4	5
Judgement of pace and distance	1	2	3	4	5

Technical/Whip Skills

Whip down the shoulder, backhand with both hands on the reins	1	2	3	4	5
Pulling the whip through	1	2	3	4	5
Waving the whip	1	2	3	4	5
Using the whip behind the saddle, backhand	1	2	3	4	5
Using the whip behind the saddle, forehand	1	2	3	4	5
Using the whip in unfavoured hand	1	2	3	4	5

Tactical

Aware of the rules relating to jockeys	1	2	3	4	5
Race awareness	1	2	3	4	5
Course awareness	1	2	3	4	5
General knowledge of racing	1	2	3	4	5

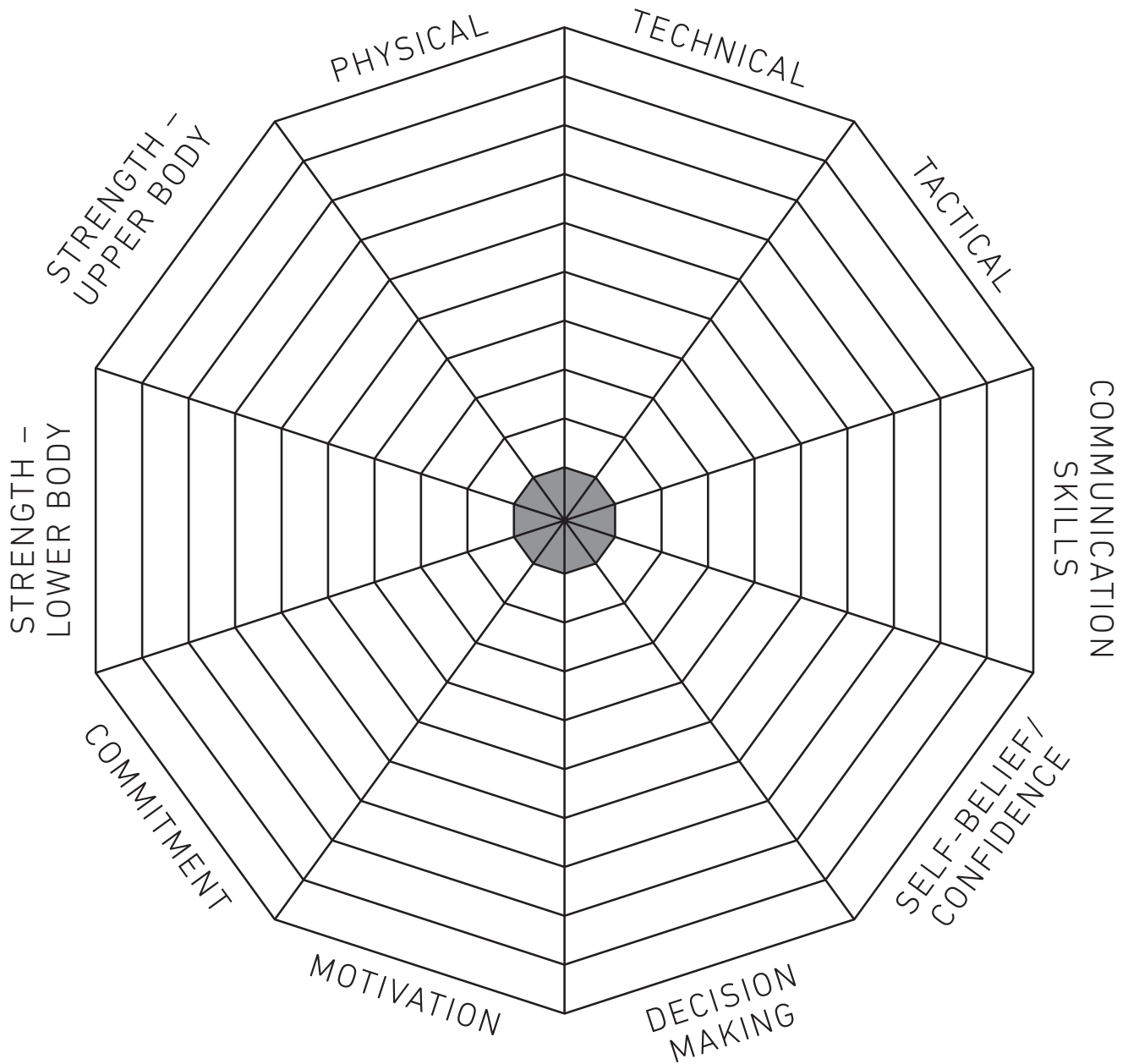
Communication Skills

Communication and relationship with trainer	1	2	3	4	5
With agents and owners	1	2	3	4	5
With family or spouse	1	2	3	4	5
With staff and/or other jockeys	1	2	3	4	5
Socially away from horses	1	2	3	4	5

Psychological Skills

Self-belief	1	2	3	4	5
Concentration	1	2	3	4	5
Decision making	1	2	3	4	5
Attitude	1	2	3	4	5
Problem solving	1	2	3	4	5

General Comments/Summary and Goals for Development

EXAMPLE SPIDER DIAGRAM FOR PERFORMANCE PROFILE

By analysing the information shown in the performance profile, the jockey and jockey coach are able to draw up a list of desired goals that need to be met to achieve the ultimate outcome. Goal setting therefore becomes an important part of planning coaching sessions.



GOAL SETTING

Goal setting is implementing an action plan to help guide a jockey towards their desired ambition. Goal setting can loosely be divided into short-, medium- and long-term goals. All three link together to form a longer-term ambition.

- Short-term goals – often also referred to as process goals – are within the control of the jockey. They are individual attainments leading towards an improvement in performance; for example, improving balance and body position, or correct use of the whip.
- Medium-term goals – known as performance goals – are just about within the jockey's control. They include developing and perfecting skills such as riding a finish.
- Long-term or outcome goals are dependent on others, and the jockey has no ultimate control over their achievement. For example, an outcome goal to achieve a win at the Cheltenham Festival meeting is dependent on securing rides, ability of horses, race conditions and many other factors.

When setting out the goal structure, it has been proved to be advantageous to use a planning approach where short-term goals are 'nested' within medium- and longer-term goal structures. The more specific the goal-setting framework, the more improvement will be seen in the individual's performance. The use of SMART targets helps to maintain this framework:

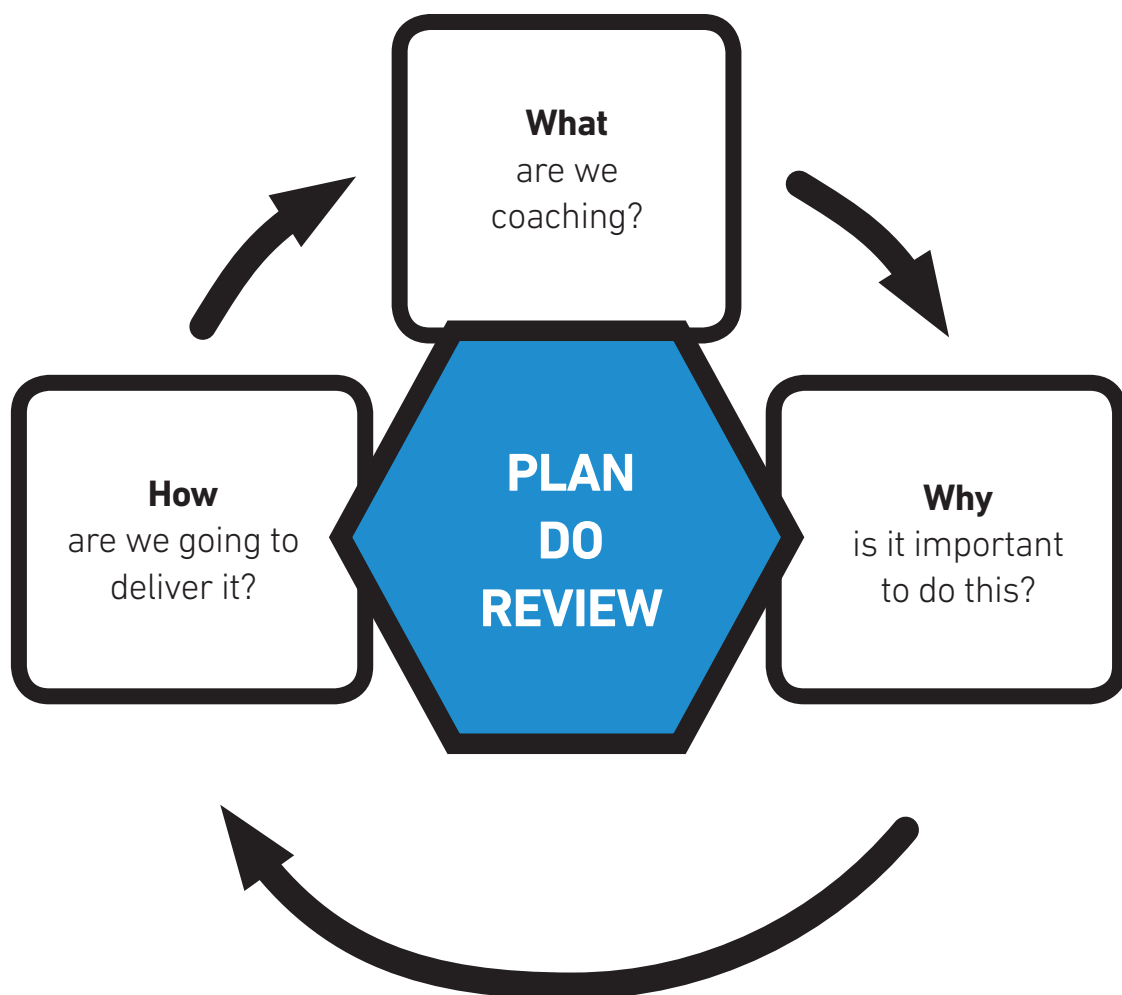
S pecific	–	More detailed goals see greater improvement and motivation.
M easurable	–	Progress needs to be assessed to gauge improvements.
A chievable/attainable	–	Stretch and challenge, but always keep the outcome achievable.
R ealistic	–	The jockey must believe they can achieve the goal, or they will lose interest in working towards it.
T ime-related	–	Set deadlines and dates to keep targets on track.



DELIVERING COACHING

When delivering coaching sessions at any level, it is helpful to remember the 'what, why and how' of coaching:

- **What** is our purpose as the coach – what are the jockey and jockey coach aiming to achieve from the session?
- **Why** is this important to the participant and sport?
- **How** is the session going to be structured to maximise the learning experience?

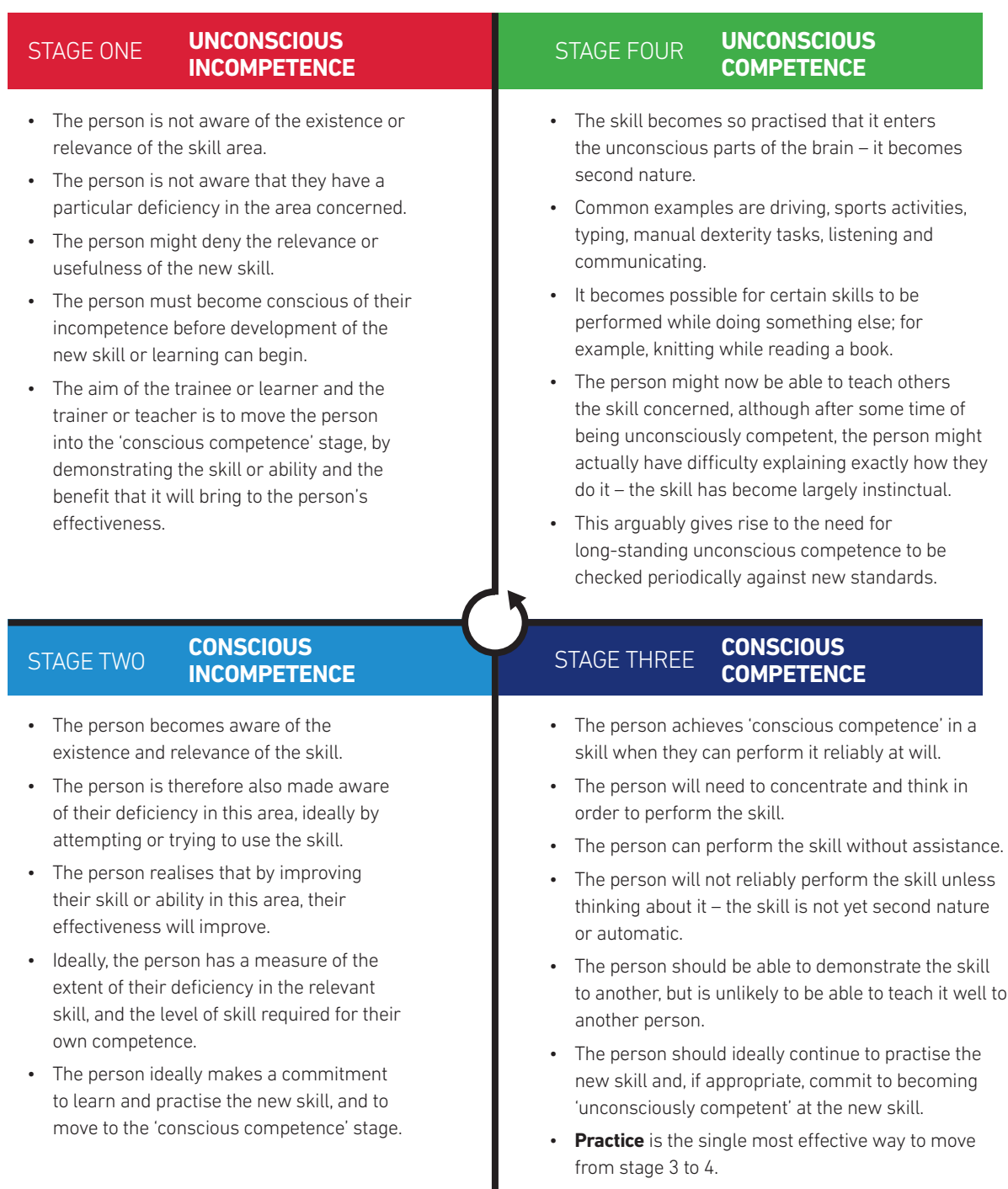


STAGES OF LEARNING

There are four different stages of learning:

- unconscious incompetence
- conscious incompetence
- conscious competence
- unconscious competence.

The matrix below illustrates the components of these stages:



LEARNING STYLES

Learning styles are the habits that individuals adopt for ease of learning. They fall into four key areas. A learner may not typically adopt one learning preference, but may merge two varied styles.

	like to:	learn best through:
Activists	<ul style="list-style-type: none"> • think on their feet • have short sessions • ensure variety • have fun • participate 	<ul style="list-style-type: none"> • new experiences • the here and now • excitement • being in the limelight • having a go • being thrown in at the deep end
Reflectors	<ul style="list-style-type: none"> • think before acting • prepare • research and evaluate • take their time on decisions • listen 	<ul style="list-style-type: none"> • watching/thinking/chewing over • standing back • having time to prepare • gathering information • review • careful consideration
Theorists	<ul style="list-style-type: none"> • use concepts and models • see the overall picture • feel intellectually challenged • have a logical presentation of ideas 	<ul style="list-style-type: none"> • exploring associations and links • questioning assumptions • being intellectually stretched • having a clear purpose • understanding and participating in complex situations
Pragmatists	<ul style="list-style-type: none"> • see the relevance of work • have credible role models • use proven techniques • be involved in real activities 	<ul style="list-style-type: none"> • links between the topic and work • being shown practical techniques • someone they trust or with a proven track record • a focus on practical issues

An individual's learning style may be dictated by how they like to learn. Traditionally, learners fall into the following three categories:

- visual – learning by seeing
- auditory – learning by hearing
- kinaesthetic – learning by doing.

Clues in the language a jockey uses can give a jockey coach an idea as to how they may prefer to learn during a coaching session. Some examples are given below:

<p style="text-align: center;">VISUAL</p> <ul style="list-style-type: none"> • In view of • I can see that • Appears to me • Looks like • Eye to eye • Clear-cut • Tunnel vision 	<p style="text-align: center;">AUDITORY</p> <ul style="list-style-type: none"> • Describe in detail • Sounds like • Word for word • To tell the truth • Pay attention to • Call on • Clear as a bell 	<p style="text-align: center;">KINAESTHETIC</p> <ul style="list-style-type: none"> • Cool, calm, collected • Get in touch • Hand in hand • Not following you • Get a grasp • Hold it • Hold on
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It is helpful for a jockey coach to have an understanding of how people like to learn. As a learner grows and develops, their learning preference may alter, and also, their inclinations towards learning may change, merging one preference with another.

COACHING STYLES

To best respond to a jockey's preferred learning style, a jockey coach may develop a range of coaching styles and methods of delivery.

Tell and show

This is a dictatorial method of delivery that is often used with large groups. It is effective when there are safety issues and with beginner riders, as well as when introducing new skills.

Question and empower

Learning is done by the learner. With this method of delivery, participants are inspired to develop cognitive skills for their own improvement. The jockey coach questions

the jockey about their own performance, and encourages them to make decisions and take responsibility for their own learning. This is a powerful coaching style demanding considerable skill.

Set up and stand back

This method is used to motivate and empower jockeys to learn for themselves. The jockey coach uses structured activities that let learning happen through the activity. The jockey coach encourages tactical thinking to help develop the decision-making process, stays quiet, observes and then adapts activities to provide challenge and success.



© BRS

QUESTIONING AND LISTENING

A jockey coach should develop sensitive and effective questioning and listening skills. This will enable the coach to:

- facilitate a deeper level of involvement
- encourage riders to think issues through for themselves
- help riders to begin to think differently about the issue
- help riders take ownership of the process
- help riders take responsibility for the outcomes
- be in the listening role
- prevent riders hiding behind the coach's solutions.

THE USE OF QUESTIONS

Effective

- Right question is asked first time
- Balance of questions appropriate to learner and situation
- Open and easy to understand
- Relevant

Ineffective

- Too many
- Too long and complicated
- Poorly timed
- Superficial
- Only check knowledge rather than understanding
- Leading questions that give too much guidance to get the correct answer
- Closed questions that only elicit a 'yes or no' answer
- Only used for corrective purposes

THE PURPOSE OF QUESTIONS

Questions have a variety of purposes, including:

- to gain information (background/history/ experience/knowledge)
- to clarify
- to build rapport
- to check for understanding
- to build confidence
- to encourage participants to take responsibility for their own ideas/actions
- to draw out learning
- to challenge participants' views and ideas
- to encourage self-reflection
- to raise awareness
- to encourage progression
- to make participants think and problem solve for themselves.

TYPES OF QUESTIONS

It is important that a jockey coach selects the right type of question to obtain the information required. The most efficient type of question is an open question, which normally commences with one of the following words:

- what
- where
- when
- who
- why
- how.

To further illustrate how an open question might be used, the Ted Pie method has been used by the police force to question suspects:

Tell me

Explain to me

Describe to me

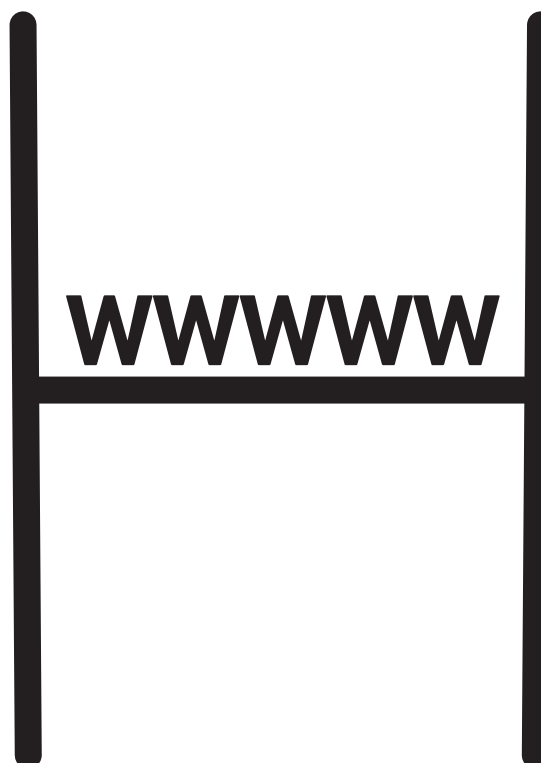
Precisely

In detail

Exactly.



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LISTENING

Listening is the key to all effective communication and is the ability to accurately receive and interpret messages. Hearing refers to sounds that you hear, but listening requires understanding and focus, together with the ability to interpret both verbal and non-verbal messages. Without the ability to listen effectively, messages are easily misunderstood, and communication breaks down.

KEY PRINCIPLES OF LISTENING

Stop talking

When somebody else is talking, listen to what they are saying. Do not interrupt, talk over them or finish their sentences for them.

Prepare yourself to listen

Relax and focus on what is being said. The human mind is easily distracted by other thoughts – put these out of mind and concentrate on the messages that are being communicated.

Put the speaker at ease

Nod or use other gestures or words to encourage the speaker to keep speaking. Maintain eye contact but don't stare – show you are listening and understanding what is being said.

Remove any distractions

Focus on what is being said. Don't doodle, shuffle papers or look out of the window. Avoid unnecessary interruptions. This type of behaviour disrupts the listening process and sends messages to the speaker that you are bored or distracted.

Empathise

Try to understand the other person's point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind, we can more fully empathise with the speaker.

Be patient

A pause, even a long pause, does not always mean that the speaker has finished. Be patient. Sometimes, it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

Avoid personal prejudice

Try to remain impartial. Focus on what is being said and try to ignore styles of delivery.

Listen to the tone

Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive.

Listen for ideas – not just words

You need to get the whole picture, not just isolated bits and pieces. One of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. Concentrate.

Wait and watch for non-verbal communication

Gestures, facial expressions and eye movements can all be important. Watch and pick up the additional information being transmitted via non-verbal communication.

THE ART OF LISTENING

- Look interested.
- Inquire (ask open questions).
- Stay on the subject.
- Test your understanding.
- Evaluate the message.
- Neutralise your feelings.



THE DELIVERY FRAMEWORK

It can be helpful for jockey coaches to have a simple framework to assist them in developing the skills and understanding required by their jockeys. The 'STEP' framework is a simple method of developing skills in participants and comprises the following aspects:

Space

- Where is the session taking place?
- Is the area small – outdoor arena?
- Is the area large – the gallops?
- Modify the area to achieve basic skills, and increase the area to develop those skills.

Task

- What is happening?
- Easier – simplify the exercise or task.
- Harder – increase the difficulty and complexity.
- Find different ways of achieving the same outcome.

Equipment

- What equipment is available to be used?
- Equipment for enclosed arena – poles, small fences.
- Equipment for open spaces – starting stalls, furlong markers, hurdles, fences.

People

- Who is involved?
- Riders working independently/in groups (on gallops).
- Jockeys working with a mentor.
- Teamwork.

MANAGING RISK

One of the most important tasks a jockey coach must undertake before coaching is an assessment of risk in order to maintain the safest environment possible for the coaching session. Possible risks associated with the coaching environment, horses, jockeys, the equipment, the activity to be carried out, the coaching method and level of supervision provided must all be assessed.

- Riders' health and fitness, experience and competence should be assessed.
- Horses' temperament, fitness and level of training need to be taken into account before planning the activity.
- The session plan should take into account the experience and capability of all horses and jockeys involved.
- Weather – many Thoroughbred horses react against strong wind and rain, causing a change in attitude and performance. Bright sunlight can be blinding for riders.
- Ground conditions/surfaces – the type of surface and condition in an indoor or outdoor enclosed arena or ground conditions on the gallops need to be considered.
- Equipment – maintenance of starting stalls and hurdles or fences; a record of repairs and maintenance should be kept.
- Tack and equipment – tack should be checked for unsafe stitching or wear and tear. Jockeys should wear skullcaps and body protectors that meet current safety standards.
- Coaching method – this should be appropriate for individuals and/or all riders in a group.
- Supervision – adequate help should be available if using starting stalls or hurdles; first aid cover and a qualified first-aider, along with appropriate communication links.



RISK EVALUATION

Risks are listed as low, medium or high depending on the likelihood of occurrence and the severity of the risk involved. Steps should be taken to keep all risks as minimal as possible. Risk assessments are ongoing throughout the session. Precautions and actions to prevent an incident include the following:

- Eliminate the risk – assess all jockeys in an enclosed school before allowing them on the gallops.
- Reduce the risk – ensure each rider wears a body protector and give repeated, clear safety warnings when on the gallops.
- Accept the risk – if the risk is low and unlikely to occur, should it happen, the result will be minimal.

Jockey coaches should ensure they have:

- insurance policies covering public liability and personal accident
- a first aid certificate
- details of the venue address, postcode and grid reference
- mobile phone (with reception).

RACEHORSE SIMULATOR CENTRE – RISK ASSESSMENT

Location	Racehorse Simulator Centre	Area	Adjacent to gymnasium
Activity	Use of mechanical horse simulator for fitness and training purposes		
No. of people exposed	One at a time throughout the training session	Under 18?	Yes
Hazards Identified			
<ul style="list-style-type: none"> • Simulator has moving parts, i.e. the head and neck – entrapment of fingers or clothing and trip hazard • Unsupervised access by visitors (non-employees) • Falls from simulator – riders relying on balance • Hard floor surface 			
Existing Control Measures			
<ul style="list-style-type: none"> • Simulator bolted to floor • Suitable flooring • Electrical systems safety checked • Trained, competent staff using all equipment • Induction given to all new users of the simulator • Simulator bolted to frame for stability and minimal uncontrolled movement when in use • Individual under supervision – others kept clear of simulator • Age and size restrictions applied by supervising staff • Adequate room for installation, and lighting suitable and sufficient for the purpose intended • First-aiders and first aid facilities on site 			
Hazard Severity		Likelihood of Occurrence	
	4 = Unacceptable		4 = Likely
	3 = Moderate		3 = Quite possible
✓	2 = Low		2 = Possible
	1 = Very low	✓	1 = Unlikely
Hazard rating: severity x likelihood = 2			
Further Control Measures are Required by Priority		Date	Completed
No further control measures deemed necessary, but review any incidents			
The following residual risk assessment must be carried out after the above controls are in place.			

ASSESSMENT OF RESIDUAL RISK

Hazard Severity		Likelihood of Occurrence	
	3 = Acceptable		3 = Quite possible
✓	2 = Low		2 = Possible
	1 = Very low		1 = Unlikely

Date of assessment		Review date		Carried out by	
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Position	Health and Safety Adviser	Signed	
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COACHING SESSION PLANS

Jockey coaches will normally prepare a coaching session plan that will guide the coaching process. A session plan is designed to provide specific exercises and resources to guide the jockey towards a training objective or goal.

A session plan details:

- **what** the key learning points of the session will be
- **how** they will be achieved
- **why** it is important to learn/focus on these.

Traditionally, coaching sessions are planned using the following format to provide structure and progression during each coached session. However, this can be varied according to the experience and competency of the jockey being coached. For example, with an experienced jockey, it may be preferable to allow them to show their skills out of the stalls or over hurdles before offering constructive advice on how to improve performance and then repeating the activity.

FORMAT OF A COACHING SESSION

- Introduction
- Warm-up and observation of horse and rider
- Analysis of horse and rider
- Session goals
- Main body of session
- Cool-down
- Review and feedback



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EXAMPLE COACHING SESSION PLANS

EXAMPLE OUTLINE LINKED COACHING SESSION PLAN

Objective of linked sessions: *Develop rider balance, position and effectiveness at all paces*

Jockey coach: Jockey:

Session	Resources and Equipment Needed	Duration	Key Technical Content	Key Coaching Points	Aim/Goal of Each Session and How it Links to the Programme
1	<ul style="list-style-type: none"> Racehorse simulator Venue Video and playback equipment First aid kit 	30 mins	<ul style="list-style-type: none"> Warm up Discuss rider position Demonstrate position and balance Cool down Fitness elements Review and reflect 	<ul style="list-style-type: none"> Understanding of importance of balance Correct position Holding reins in single and double bridle Importance of fitness 	<ul style="list-style-type: none"> Understanding of importance of rider balance in relation to horse performance Links to riding session
2	<ul style="list-style-type: none"> Enclosed arena Horse Correct riding equipment Radio/mobile phone Video and playback equipment First aid kit 	30 mins	<ul style="list-style-type: none"> Establish correct balanced position in walk, trot and canter in enclosed area Correct use of aids Importance of warming up and cooling down horse and rider 	<ul style="list-style-type: none"> Position Balance at each pace and during transitions Use of space Consideration of other riders (if applicable) 	<ul style="list-style-type: none"> Establishing effective, balanced position Ability to maintain control of horse at each pace Links to riding on gallops
3	<ul style="list-style-type: none"> Horse Gallop Correct riding equipment Video and playback equipment Radio/mobile phone First aid kit 	40 mins	<ul style="list-style-type: none"> Warm horse up in enclosed area Steady canter on gallops Smooth set off and pull up Position and balance Cool down and feedback 	<ul style="list-style-type: none"> Position Balance and effectiveness Consideration of other riders (if applicable) Judgement of pace 	<ul style="list-style-type: none"> Controlling horse on the gallops Maintaining a balanced, effective position throughout Links to changes of pace and riding in a string
4	<ul style="list-style-type: none"> Horse Other riders and horses Gallop Correct riding equipment Video and playback equipment Radio/mobile phone First aid kit 	40 mins	<ul style="list-style-type: none"> Warm horse up in enclosed area in a string Steady canter on gallops behind other riders Smooth set off and pull up Keeping an appropriate distance Position and balance Cool down and feedback 	<ul style="list-style-type: none"> Position Balance and effectiveness Consideration of other riders Judgement of pace 	<ul style="list-style-type: none"> Controlling horse on the gallops in a string Maintaining a balanced, effective position throughout Awareness of safety when riding with others

EXAMPLE COACHING SESSION PLAN

Date: 10 February 2015	Participant(s): Joe	Horse(s): Ranger	Equipment/resources: Horse, gallop, correct riding equipment, video and playback equipment, radio/mobile phone, first aid kit
Session goal(s): Riding a fit racehorse on the gallops for routine canter work, maintaining a balanced, effective position throughout			
Time (mins)		Coaching Points/Focus	
15	Warm-up: <ul style="list-style-type: none"> Walk, trot and canter on warm-up area 	<ul style="list-style-type: none"> Establish and maintain effective, balanced position Horse to be responsive and relaxed Awareness of other riders and horses Importance of smooth, balanced transitions 	
10	Main content: <ul style="list-style-type: none"> Steady canter in a string at appropriate distance from other horses for seven furlongs Set off and pull up smoothly with consideration for others Communicate with other riders as appropriate Work on position and balance 	<ul style="list-style-type: none"> Set off in balanced manner, keeping suitable distance from other riders and maintaining control of horse Establish and maintain effective, balanced position Horse to be responsive and relaxed Awareness of other riders and horses Importance of smooth, balanced transitions 	
15	Cool-down: <ul style="list-style-type: none"> Ease horse down, walk round on a relaxed rein while still maintaining control Feedback on horse's performance 	<ul style="list-style-type: none"> Importance of pulling up correctly and checking horse for soundness Awareness of horse's recovery Feedback on own and horse's performance 	
Evaluation of session and action for next session:			
<ul style="list-style-type: none"> Feedback on position, balance and effectiveness at the time and also through video review at a later point Action for next session is to lead the string and set the pace Become familiar with riding different horses 			



REFLECTING AND REVIEWING

REFLECTION

Reflecting on the coaching session is important to both jockey coach and jockey because it:

- assists coaches to develop elite coaching knowledge
- helps to initiate change
- creates links between theory and practice
- improves the decision-making process
- improves understanding of the coaching process.

TYPES OF REFLECTION

- Reflection in action – reflecting during the coaching process.
- Reflection on action – reflecting after the coaching session.
- Critical reflection – what could be improved next time?

REFLECTION AND FEEDBACK

- Reflecting is reliving the event, thinking it over and making no judgement.
- Feedback is constructive information received on a performance to enable that performance to improve.
- Reflection without feedback rarely leads to an improved performance.

BOOST is an acronym to help remember feedback:

Balanced
Objective
Observed
Specific
Timely.

Including these elements in feedback will ensure that the review is positive and relevant, and delivers pointers for the jockey coach's self-improvement.

Reflection and feedback both help the jockey coach to improve their decision making.

There are two types of decision making:

1. Classical decision making – planning in advance what you are going to coach and how you are going to deliver the session, rationally looking at available options and choosing the most appropriate solution.
2. Naturalistic decision making (NDM) – a course of action undertaken in the 'heat of the moment', NDM involves 'on the spot' subconscious decisions made in demanding, real-life situations. These include situations constrained by limited time, uncertainty, unstable conditions and limited amounts of experience.



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REVIEWING PROGRESS

The purpose of reviewing progression as a jockey coach is to monitor and evaluate personal coaching practice to develop performance and professionalism. Coaching is a complex and specialised skill, which is enhanced by high quality coaching experiences. Research has shown that to develop these experiences into expertise, self-reflection on one's own performance is necessary. For reflection to be deep and meaningful, the jockey coach should experiment with the methods below to find out which work best for them.

ANALYSING PERSONAL COACHING PRACTICE

Methods to enhance personal coaching performance:

- Work with a peer coach or mentor.
- Keep a reflective journal or diary.
- Seek feedback from others observing the coaching session.
- Take part in discussion groups with other coaches.
- Analyse through video.

Using information gained from these methods, the jockey coach can then develop a personal action plan.

PERSONAL ACTION PLAN

A plan is developed using the SMART goal-setting system (see page 13) whereby the jockey coach records what they want to improve, what steps they will take to implement the improvement and how long they envisage the plan will take to come to fruition. Questions jockey coaches should ask of themselves include:

- What is my purpose as a coach?
- What is my main coaching goal? What do I specifically want to achieve?
- What steps am I taking towards achieving my end goal? How will I measure my progress?
- What is filling the void between where I am coaching now and my end goal?
- How will I overcome these obstacles to achieve my goal?
- How long will it take?

A successful action plan is not a rigid strategy, and should be regularly reviewed and adapted to the jockey coach's current needs. By dividing the plan into small attainable goals, the jockey coach feels a sense of achievement and maintains motivation.



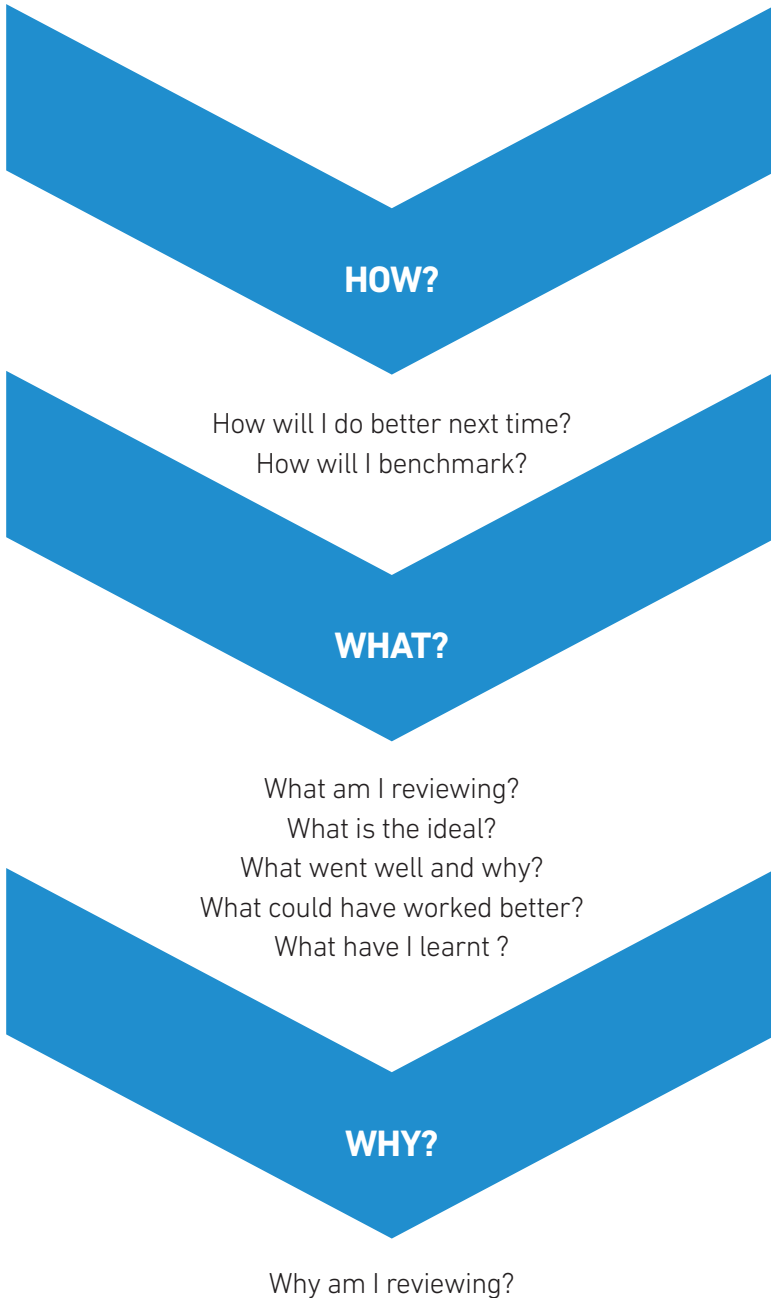
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A reflective notebook could be useful to record the jockey coach's thoughts on coaching sessions.

Jockey Coach Reflective Notebook

Coaching session: Date:	
What went well in the session?	
What didn't go well and why?	
What could be done differently?	
What have I learnt from coaching the session about: <ul style="list-style-type: none"> • myself • my knowledge and experience of racing • my coaching skills • jockeys and racehorses? 	
How can I improve my next session using what I have learnt?	
Feedback comments from others present at the session: <ul style="list-style-type: none"> • peer coaches • trainers • jockeys. 	
Action plan for improvement <ul style="list-style-type: none"> • What am I going to focus on next? • What is my timescale for this? 	

EVALUATING COACHING PROGRESS



And finally:

- E**njoy your coaching.
- L**isten to riders' needs and wants.
- I**nterested – keep jockeys interested.
- T**ime management.
- E**valuate and learn from every session.

JOCKEY COACHING CODE OF CONDUCT

GENERAL

Jockey coaches play a crucial role in the development of a jockey's career and in the lives of the jockeys they coach. Good coaches ensure that jockeys have positive experiences and are therefore more likely to continue in their sport and achieve their potential.

As members of an important sporting profession, jockey coaches must demonstrate a high degree of honesty, integrity and competence at all levels. The need for jockey coaches to understand and act on their responsibilities is of critical importance to the sport of horseracing, as is the need to protect the key concepts of participation – career advancement, enjoyment and achievement. These values are implicit within good coaching practice and promote a professional image of the practitioner.

This Code of Conduct outlines what the BHA considers to be good coaching practice in the context of the specific requirements of horseracing.

Good coaching practice must reflect the following key principles:

RIGHTS

Jockey coaches must respect and champion the rights of every individual to participate in the sport of horseracing.

RELATIONSHIPS

Jockey coaches must develop a relationship with jockeys and others based on openness, honesty, mutual trust and respect.

RESPONSIBILITIES – PERSONAL STANDARDS

Jockey coaches must demonstrate proper personal behaviour and conduct at all times.

RESPONSIBILITIES – PROFESSIONAL STANDARDS

To maximise benefits and minimise the risks to jockeys, jockey coaches must attain a high level of competence through qualifications, and demonstrate a commitment to ongoing training that ensures safe and correct practice.







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SPECIFIC GUIDANCE FOR JOCKEY COACHING

This Code is intended to provide guidance to you on the standard of conduct that is required of jockey coaches operating within BHA's JCP. While it cannot set out prescriptive rules to cover every possible situation, the Code will assist you to recognise integrity, ethical and compliance issues and how to appropriately deal with them.

In general terms, one aid to exercising good judgement about your conduct is to ask yourself these questions when considering a course of action:

- Would I or the BHA be embarrassed if my actions were to become public knowledge?
- Does what I am about to do have the potential to harm my reputation or that of the BHA?
- Would this have negative consequences for racing in Great Britain?
- Will what I am about to do have the potential to adversely impact on my career as a jockey coach?

If your answer to any of these questions is 'yes' or if you are unsure of the answer, you are strongly advised to reconsider whether you should proceed with your intended course of action.

The Code is in two parts:

Part A provides general guidelines concerning the conduct of jockey coaches.

Part B expands on these general guidelines with some more specific behavioural requirements.

PART A – GENERAL OBLIGATIONS

A BHA jockey coach must:

- behave honestly and in a way that upholds public confidence in the integrity of racing and does not cause any harm to the good reputation and interests of the BHA
- act with care and diligence
- know and comply with all relevant policies, procedures and guidelines
- obey the law
- operate within the Rules of Racing
- maintain a work environment free of discrimination, harassment and intimidation
- communicate with, and provide feedback to, jockeys in a manner that reflects respect and care
- treat the public and racing professionals with courtesy and respect
- take reasonable steps to avoid conflicts of interest, report those that cannot be avoided, and cooperate in their management
- comply with the instructions of BHA officials while on racecourse property.

PART B – SPECIFIC REQUIREMENTS

Weighing room

Jockey coaches are only invited into the weighing room or jockeys' changing area for the conduct of a Racing Excellence Series race and at no other time. Please do not abuse this beneficial access. Coaches should act with courtesy and respect.

Betting on horseracing

Jockey coaches are **not** allowed to bet or to have an interest in a bet on horse races in which their appointed jockeys are participating

Jockey coaches are required to adhere to the Rules of Racing and in particular ensure they, and the jockeys they coach, understand their responsibilities to disclose unacceptable conduct, as per Rule (A)42A. A jockey, or a jockey coach, must make contact with a member of the BHA Integrity Team if they become aware of any approaches or invitations to engage in conduct that would amount to a breach of the Rules of Racing.

The BHA Integrity Team can be contacted confidentially via intel@britishhorseracing.com or on 020-7152 0170.

Public behaviour

Jockey coaches are encouraged to take care that they do not behave in any way that would bring racing or the BHA into disrepute. In this context, examples of inappropriate behaviour would include foul and abusive language, drinking alcohol or arriving at work in any form of intoxicated state.

Public comments

The BHA supports the engagement of jockey coaches with the media but will expect the jockey coach to uphold the values and principles of the JCP. Involvement by jockey coaches in interviews, television appearances and other media-related activities are opportunities to promote the benefits of the JCP.

The BHA respects your right to express an opinion, but please ensure you take care not to make any statements that could be damaging to yourself, the JCP or BHA, or affect the integrity of racing.

Use of social media

Despite the existence of privacy options, many items published on social media are publicly accessible, and it can be difficult to guarantee that sites are fully private. As such, always start with the assumption that anything you say can be read by anyone, anywhere, at any time, and remember that the Internet has a long memory. Always exercise good judgement when posting, and be aware that inappropriate comment via social media can negatively affect you and/or horseracing.

Confidentiality

One of the principal responsibilities of a jockey coach is to build a good relationship with the jockey, with trust being a key factor in this. It is therefore imperative that confidentiality is maintained. While coaching can be a partnership arrangement between a number of stakeholders, it is important that a jockey's permission is gained before disclosing any information or feedback to others, subject to operating within the Rules of Racing.

EQUALITY AND DIVERSITY

All jockey coaches are required to adhere to the BHA Equality and Diversity Policy.

The BHA is committed to providing equal opportunities to all employees and contractors regardless of age, race, religion or belief, nationality, ethnic or national origin, physical or mental disability, sex, sexuality, or marital status.

It is the policy of the BHA to establish and maintain a working environment, terms and conditions of service, and employment practices that will ensure that no individual receives less favourable treatment on the grounds set out in this policy.

Selection criteria and procedures will be reviewed to ensure that individuals are selected, promoted and treated on the basis of their merit and ability to carry out the responsibilities involved.

All employees will be given equal opportunity and, where appropriate and possible, training to enable them to progress within the company.

DISCRIMINATION

It is unlawful to discriminate, directly or indirectly, in recruitment or employment on the grounds of the following 'protected characteristics':

- age
- disability
- race
- sex
- religion or belief
- marriage and civil partnership
- pregnancy and maternity
- sexual orientation
- gender re-assignment.

Employees should not harass, victimise, abuse or intimidate others on any grounds.



DEFINITIONS

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (see above) they have or are thought to have (see perceptive discrimination below), or because they associate with someone who has protected characteristics (see associative discrimination below).

Perceptive discrimination is direct discrimination against an individual because others think they possess a protected characteristic, and it applies even if the person does not actually possess that characteristic.

Associative discrimination is direct discrimination against somebody because they associate with another person who possesses a protected characteristic.

Indirect discrimination occurs when a provision, criterion or practice applied by the BHA particularly disadvantages people who share a protected characteristic and cannot be justified in terms of a legitimate business aim.

Harassment is unwanted conduct in relation to a relevant protected characteristic that has the purpose or effect of violating an individual's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Victimisation occurs where someone is subjected to a detriment because he or she has made a complaint (or is proposing to make a complaint) about discriminatory treatment, either as an internal grievance or as proceedings before a tribunal.



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RESPONSIBILITY AND CO-OPERATION

While the responsibility for the application of this policy rests with the Chief Executive and Directors, every employee and contractor has a personal responsibility for the implementation of this commitment because if discrimination does occur, individuals as well as the BHA can be held liable.

Employees and contractors should co-operate with measures introduced by the BHA to ensure equal opportunity and non-discrimination. The BHA will take disciplinary action, up to and including dismissal, against anyone who is found to infringe its Equality and Diversity Policy.

SAFEGUARDING

The welfare of children, young people and vulnerable adults is the responsibility of all participants within the JCP. Racing is a physical sport, and young people are its lifeblood. It is important that they can take part in it in a safe and positive way that encourages them to be involved and work in the sport and industry.

A jockey coach is in a unique position of trust, often working in a one-to-one situation with jockeys who consider their coach to be a confidante. It is therefore important that jockey coaches are aware of their role and responsibilities when working with young people. This not only forms the basis of being a good coach, but also helps prevent situations where false allegations of poor practice or abuse may arise.

Outlined below are:

- the JCP's general policy statement
- definitions of a young person and what constitutes safeguarding
- guidelines for operating as a coach under the policy – these reflect good coaching practice, as well as good safeguarding practice
- what a jockey coach should do if they have a concern.



JOCKEY COACHING PROGRAMME POLICY STATEMENT

The JCP is committed to creating a safe and positive environment for all young people to participate in the sport. It accepts its responsibilities to safeguard the welfare of all young people and vulnerable adults, and protect them from poor practice, abuse and bullying.

PRINCIPLES

- The welfare of young people is the first consideration for all concerned.
- All young people regardless of age, gender, race, religion, sexual orientation, or ability have the right to a safe environment when participating in the sport.
- In developing the best possible standards for the sport, the JCP is committed to developing the appropriate policies and procedures, and ensuring that everyone understands their roles and responsibilities in protecting young people and vulnerable adults.
- The JCP considers that safeguarding young people is central to the development of the sport and, as such, requires all recognised bodies, and licensed and registered persons to implement the stated requirements and support the best-practice guidance.
- The industry recognises the responsibilities of statutory agencies and will work in partnership with other organisations, young people, their parents and carers to achieve effective safeguarding policies and practices.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.

- The JCP has a responsibility to maintain appropriate confidentiality in all cases involving child protection. The young person or vulnerable adult's safety and welfare will be an important consideration when maintaining confidentiality.
- The JCP recognises that it is not the responsibility of the individuals working in the sport to determine if abuse or poor practice has taken place. Their responsibility is to report any concerns swiftly and appropriately to a designated authority, and to aim to ensure the safety of all children and young people involved in the sport so far as possible through adherence to good-practice guidelines.

DEFINITIONS

- **A child or young person** is defined as any individual who has not yet reached their 18th birthday, whether or not that young person may have reached 16 years of age, is living independently or is in further education.
- **A vulnerable adult** is considered to be a person who is rendered vulnerable by their situation. In horseracing, examples of this are those who are living away from home for the first time, suffering incapacity through injury, illness, intoxication or disability, have poor literacy and numeracy, or lack important life or personal skills.

GUIDELINES

There are some general guidelines that all jockey coaches are required to follow:

- Promote fairness, confront and deal with bullying, and never condone breaches of the rules or the use of prohibited substances.
- Be an excellent role model, and do not drink alcohol or smoke when working with young people.
- Treat all young people and vulnerable adults equally. This means giving both the more and less talented in a group similar attention, time, respect and dignity.
- Respect the developmental stage of each person, and place their welfare before winning, the yard or personal achievements. This means ensuring that the training intensity is appropriate to the physical, social and emotional development stage of the jockey.
- Maintain a safe and appropriate relationship with individuals you are coaching. It is inappropriate to have an intimate relationship with a young person.
- Build relationships based on mutual trust and respect in which young people are encouraged to take responsibility for their own development and decision making. Avoid situations in which the jockey coach uses their position and power to dictate what the rider should and should not do.
- Avoid unnecessary physical contact with young people. If contact is required in the teaching technique, ensure that the rider's permission has been given and it is neither intrusive nor disturbing.
- Be aware of any medical conditions, food intolerances, existing injuries and medicines being taken. Keep a written record of any injury or accident that occurs, together with details of any treatment given. Ensure you are qualified and up to date in first aid or that there is someone with a first aid qualification in attendance.
- Keep up to date with technical skills, qualifications and insurance issues.
- Follow the current BHA guidelines for equality and diversity.



The following are considered to be poor practice and should be avoided by all jockey coaches in their coaching role:

- Never engage in rough, physical or sexually provocative games, including horseplay.
- Never allow or engage in any form of inappropriate touching.
- Never allow children or young people to use inappropriate language unchallenged.
- Never make sexually suggestive comments to an individual you are coaching, even in fun.
- Never reduce an individual to tears as a form of control.
- Never allow allegations to go unchallenged, unrecorded or not acted upon.

Other incidents of poor practice can occur when the needs of young people or vulnerable adults are not afforded the necessary priority so their welfare is compromised. Some examples might be:

- when insufficient care is taken to avoid injuries (e.g., by excessive training, or inappropriate training for the age, maturity, experience and ability of the individual)
- ignoring health and safety guidelines (e.g., allocating work that is inappropriate for the age, maturity, experience or ability of the individual)
- placing young people in potentially compromising and uncomfortable positions with adults (e.g., changing rooms, unsuitable accommodation)
- allowing abusive or concerning practices to go unreported (e.g., an adult who ridicules or criticises a young person/vulnerable adult, or continued bullying, reducing a young person/vulnerable adult to tears as a means of control).

ACTION TO TAKE IF A JOCKEY COACH HAS CONCERNS

If any jockey coach has concerns about an individual in respect of their welfare, they should advise the designated authority at either the JCP Managing Agent or BHA.

The following section outlines some possible physical and behavioural signs that may indicate there is abuse or a problem. However, care should be taken as some people do react to external circumstances such as bereavement by a change in behaviour. In these cases, the jockey coach should consider whether additional support might be needed.

INDICATORS OF ABUSE AND BULLYING

Indications that a young person or a vulnerable adult may be being abused include the following:

- They have unexplained or suspicious injuries such as bruising, cuts or burns, particularly if these are situated on a part of the body not normally prone to such injuries.
- They have an injury for which the explanation seems inconsistent.
- The individual describes what appears to be an abusive act involving him/herself.
- Someone else (a child or adult) expresses concern about the welfare of another individual.
- They exhibit unexplained changes in behaviour (e.g., becoming very quiet or withdrawn, or displaying sudden outbursts of temper).
- The young person or vulnerable adult engages in sexually explicit behaviour.
- They distrust adults, particularly those with whom a close relationship would normally be expected.
- They have difficulty in making friends.
- The young person or vulnerable adult displays variations in eating patterns, including overeating or loss of appetite.
- They lose weight for no apparent reason.
- They become increasingly dirty or unkempt.

It should be recognised that this list is not exhaustive, and the presence of one or more of the indicators is not proof that abuse is actually taking place.

The competitive nature of racing provides a potentially ideal environment for a bully to gain power over others.

The bully might be:

- a coach/trainer who adopts a win-at-all-costs philosophy.
- an official or parent who places unfair pressure on a person.

Signs of bullying include:

- behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, and reluctant to go to training or competitions
- an unexplained drop-off in performance
- physical signs such as stomach aches, headaches, difficulty in sleeping, scratching and bruising, damaged clothes and bingeing, for example, on food, cigarettes or alcohol
- a shortage of money or frequent loss of possessions.

DEFINITIONS OF ABUSE

To help with the identification of concerns, it should be noted that abuse will usually fall within the following categories and generic definitions:

Physical abuse

A young person, vulnerable adult or child is physically hurt or injured by an adult, or an adult gives alcohol or drugs to a child, young person or vulnerable person.

Neglect

A young person or vulnerable adult's basic needs are **consistently** not met, or they are regularly left alone overnight unsupervised. In a racing environment, this could include a coach or employer failing to ensure the safety of a young person or exposing them to unnecessary risk or injury, often highlighting a failure in duty of care.

Sexual abuse

An adult or peer uses a child, young person or vulnerable adult to meet their sexual needs. This could be physical but may also include non-contact activities, such as involving young people in looking at sexual material/images, or encouraging them to behave in sexually inappropriate ways. It can also include sexual taunts and innuendo.

Emotional abuse

This includes **persistent** criticism, and denigrating or putting unrealistic expectations on a child, young person or vulnerable adult. It may involve serious bullying, causing the individual to feel frightened or in danger.

Bullying and harassment

These involve **persistent** or **repeated** unwanted, hostile and intimidating behaviour towards a child, young person or vulnerable adult. This behaviour can be physical (kicking, punching, pushing, pinching), verbal (name-calling, sarcasm, spreading rumours, persistent teasing) and/or emotional (excluding, tormenting, ridicule, humiliation). It is important to note that bullying can take place between an adult and young person/vulnerable adult, within the young person/vulnerable adult's peer group and/or parent to child. Harassment can take many forms, including suggestive sexual remarks, racist insults or jokes, verbal abuse or foul language or unwelcome attention.

WORKING WITH OTHER RACING PROFESSIONALS

Jockey coaches are an important part of a jockey's professional support team. A jockey coach is not expected to be an expert in all areas but will have the knowledge and contacts to help a jockey access specialist help as required, and should encourage them to do so.

Specific support can be accessed from the following sources:

Jockeys Employment and Training Scheme

JETS is a charity set up in 1995 to help current and former professional jockeys plan and achieve a secure future. It is funded by jockeys' prize money contributions and additional support from the IJF.

Since its inception, it has helped hundreds of current and former jockeys with career advice, grants and training in new skills, in order for them to gain employment both during and after their race-riding careers.

Professional Jockeys Association

The PJA is dedicated to supporting jockeys in all aspects of their profession, and negotiates with all the racing authorities and other trade bodies to improve jockeys' standing. It gives support with any problems that may arise and offers a personal service. Its mission statement is to promote, protect and represent the interests of professional jockeys both on and off the racecourse, working with regulatory, industry and commercial bodies to secure agreements to the benefit of all, and continually working in the best interests of British horseracing.

Nutrition Team

Nutrition is essential to all sports. For the jockey, it is important to achieve the right balance of food and drinks to maintain health, while keeping pace with a hectic lifestyle, and to reduce the risks of a sport that involves making weight on a regular basis.

The PJA 'From The Horse's Mouth' team provides advice at racecourses or on a one-to-one basis. It produces factsheets and newsletters, and offers nutritional support with dietary queries, making weight and menu ideas.

Physiotherapy Team

The Jockeys Injury Management Team (JIM Team) is a team of highly qualified physical therapists with many years' experience of treating professional athletes. It aims to provide a highly competent and comprehensive physiotherapy service to jockeys at race meetings. Its treatment aims are to aid recovery from injury and to monitor that recovery while also providing advice on the prevention of long-term problems. Treatments are given, when appropriate, to injuries sustained at race meetings on the day, and also to jockeys with longer-term injuries.

The racecourses where a member of the team will be visiting are published on the databank pages of the Racing Post and on the PJA website. Therapists arrive at least one and a half hours before racing starts and are available to treat jockeys until after the last race.



British Racing School

The BRS, based in Newmarket, provides world class, purpose-built facilities to promote and encourage young people who have the potential to ride as professional jockeys. It has developed and flourished to its current position as a Centre of Excellence for training in the racing industry, providing a range of different courses and training initiatives designed to support the career development of jockeys.

Using subject matter experts from other sporting disciplines ensures the BRS has access to the very best expertise available and, in doing so, is able to take advantage of progress being made in sports science and training.

Northern Racing College

The NRC is located in Doncaster and offers a range of courses for apprentice, conditional and professional jockeys.

With a wide range of indoor and outdoor training facilities, two gallops, lecture theatres and bespoke training activities, the NRC plays an important role in the training and development of racing's sporting athletes.

Injured Jockeys Fund

The IJF provides medical care, medical consultations and regular treatment to jockeys in need. It provides rehabilitation, physiotherapy, and respite accommodation. It also contributes towards:

- Jockey Injury Management (JIM) Scheme
- private medical insurance
- JETS
- injury prevention schemes and research
- addiction support advisor with our sister charity Racing Welfare.

Pony Racing Authority

The PRA is responsible for overseeing the training and development of young riders to participate in the growing sport of Pony Racing. A tiered structure for Pony Racing has been strategically developed, allowing ponies and riders to progress from Pony Club Racedays through Point-to-Point Pony Racing to the Racecourse Series.

RACING EXCELLENCE

Jockey coaches play a key role in the provision of the Racing Excellence Series of races. This section covers the follow aspects of Racing Excellence:

- **Objectives**
- **The Series**
 - About the Series
 - Role and Responsibilities
- **Jockey Coaches**
- **Administration**
 - Race Planning and Race Conditions
 - Points Allocation and Leader Boards
 - Reporting and Record Keeping
 - Communication and Promotion
- **Briefing**
 - Hands and Heels Races
 - Training Races
 - Penalties
 - Course Walk
 - Reporting
 - Coaching
- **Judging Guidelines**
- **Course Walk Checklist**

OBJECTIVES

Racing Excellence is an industry-supported race series consisting of over 70 races in total. All races are attended by a jockey coach who delivers a course walk prior to the race, briefing and debriefing, and awards points in line with the agreed criteria.

The objectives of the series are to:

- provide each jockey who takes part in the series with the opportunity to be coached by a qualified jockey coach, giving expert tuition in race riding tactics, fitness, professionalism and conduct
- contribute to the development of a young jockey's race riding career
- integrate the series with the JCP and jockey training within the industry.

THE SERIES

ABOUT THE SERIES

As of 2015, the series encompasses 74 races across seven sub-series, each culminating in a final.

The following series are for jockeys who have ridden fewer than 10 winners. While a whip may be carried and used for safety reasons, whip use for correction and encouragement is not allowed:

- Hands and Heels Apprentice Series
- Hands and Heels Jump Series
- Hands and Heels All-Weather Series
- CGA Apprentice Series (run at Salisbury).

The Apprentice Training Race Series and Conditional Training Race Series are a progression of the above race series and are for jockeys who have ridden fewer than 20 winners. The jockey coach and the jockey should fully understand the race conditions and particularly in relation to the use of the whip.

The Haydock Park Apprentice Training Series is open to jockeys who have ridden fewer than 50 winners. The jockey coach and the jockey should fully understand the race conditions and particularly in relation to the use of the whip.

ROLE AND RESPONSIBILITIES

The BHA currently commissions the BRS, in partnership with the NRC, to carry out the day-to-day management of the series. The BHA is responsible for setting the race conditions and planning the race dates, and forwards them on to the BRS. The BRS receives and maintains results, updates website information, and organises prizes and promotion.

Within its role, the BRS is expected to:

- nominate a named main point of contact
- book appropriate coaches for each day, and ensure they arrive at the racecourse at the scheduled time
- ensure the coaches are briefed, understand the points system, and have a copy of the coach briefing
- ensure the coaches have a copy of, and use, the course walk format and scoring sheets appropriately
- at a race meeting, ensure all jockeys taking part sign the Pre-Race Briefing Form
- co-ordinate the points and update the leader boards before sending them back to the BHA for publication.

JOCKEY COACHES

A jockey coach is allocated to attend each race run in the series to provide coaching in race riding, tactics, fitness, professionalism and conduct. The jockey coach should be UKCC qualified and recognised by the BHA. They should be allocated by code and geographical location. The daily fees and expenses are provided by the BRS.

The jockey coach will award points as set out in the Points Allocation and Leader Boards section below. Points are awarded to jockeys for winning or being placed, as well as for riding skills, professionalism and conduct. The jockey with the most points wins the respective series. Specific coaching activities include:

- a pre-race course walk, advising on tactics and going
- post-race analysis on riding skills and development
- provision of follow-up phone calls to jockeys where needed
- general support and advice to inexperienced jockeys.

ADMINISTRATION

RACE PLANNING AND RACE CONDITIONS

The BHA Racing Department provides the dates for the series as and when the Programme Books come out, but at least one month before the first date in the series. The BHA will provide the BRS with the dates of the races within each series so that a jockey coach can be allocated. The BRS will appoint the jockey coach to each race meeting and update the Racing Excellence website with this information.

The dates for each series are advertised in the Racing Calendar along with the Race Conditions. These conditions are laid out by the Editorial Department at Weatherbys and are sent to the BHA to be checked by the Disciplinary Department before publication. Once set, these conditions are also added to the Racing Excellence website.

POINTS ALLOCATION AND LEADER BOARDS

Jockey coaches will award points under the following guidelines:

- win = five points
- second = three points
- third = two points
- fourth = one point.

Additional points should be awarded in line with the Judging Guidelines later in this section. The jockey coaches should complete their report and scoresheet at the end of each race and email it back to the BRS within 48 hours.

The BRS is responsible for producing and maintaining the leader boards for each series. Points are added after each race following receipt of the jockey coaches' report and scoring sheet. The points are added to the leader board, and the Racing Excellence website is updated by the BRS.

REPORTING AND RECORD KEEPING

Each jockey coach provides a report on each race to the BRS. There are no formal processes for providing a jockey's regular coach (if they have been allocated one) with the race report or any other outcome that may help in the development of the jockey.

COMMUNICATION AND PROMOTION

Racing Excellence has its own microsite – <http://racingexcellence.careersinracing.com> – which is updated regularly and includes race results, fixtures, points tables, allocated jockey coaches, previous years' winners, and race conditions. The results page and points table are updated after every race in all series to ensure that the most up to date information is available to those who use the site.

Racing Excellence also has a Twitter account, which is used to communicate future fixtures, winners of the races and series winners. The popular Facebook page is used to promote the series by adding photos of those taking part in the series, information on those winning the series and future fixtures.

When a final race in the series takes place, additional communication and promotion are required. The points table is given to the racecourse hosting the final race in the series to include in the racecard along with some information on the series. Information on the series (including current leader, likely winner of the series, race conditions etc) is also provided to the racecourse commentator for use during the presentation of the series winner. This is agreed with the racecourse prior to the event and is subject to their agreement. The racecourse photographer is also asked to take pictures of the prize giving to use on the website and social media.

BRIEFING

The jockey coach must ensure they give a full and comprehensive briefing to the jockeys and confirm their understanding. The points to be covered for different races are outlined below.

HANDS AND HEELS RACES

- Riders must be familiar with the race conditions. They must confirm to the jockey coach that they understand the race rules and conditions by signing the Pre-Race Briefing Form.
- Every rider must carry a whip. The whip may be pulled through from one hand to the other as often as necessary.
- In hurdle and steeple chase races, the whip may be used down the shoulder in the backhand, with the hands on both reins when approaching an obstacle (i.e., within four or five strides of take-off)
- A rider must not hit their horse with the whip either with their hands on or off the reins.
- A rider must not wave their whip.
- In exceptional circumstances, the rider may use the whip for safety reasons only (horse running out, for instance).
- Incorrect use of the whip will receive a minimum suspension of seven days.
- After the race, the riders and jockey coach will report to the Stewards' Room where the jockey coach will review the race, and highlight good points and areas for further development.

TRAINING RACES

- Riders must be familiar with the race conditions. They must confirm to the jockey coach that they understand the race rules and conditions by signing the Pre-Race Briefing Form.
- Every rider must carry a whip. The whip may be waved or used, but only in the **backhand** position and not contrary to schedule (B)6 of the Rules of Racing.
- Riders are not allowed to turn the whip over into the forehand position.

- If a rider breaches the whip rules, the BHA has recommended to the stewards that they may impose a minimum suspension of seven days.
- After the race, the riders and jockey coach will report to the Stewards' Room where the jockey coach will review the race, and highlight good points and areas for further development.

PENALTIES

If a rider uses their whip in the Hands and Heels Races or in the forehand position in the Training Races, the BHA has recommended to stewards that they impose a minimum suspension of seven days on those days when an Apprentice/Conditional Race takes place.

If a rider is suspended for breaching the conditions in one of these races, they will be disqualified from winning any prizes but will be able to continue riding in the series.

In the case of a second offence, the stewards will impose a suspension of 14 days, and the rider will be prevented from riding in the remaining races in the series.

The penalty system will be regularly monitored and reviewed. The jockey coach and jockey should be familiar with the penalties at the time of the race.

COURSE WALK

All riders are required to attend a mandatory course walk with the jockey coach 90 minutes prior to the race. Failure to walk the course will result in no points being allocated for this activity unless previously agreed with the jockey coach.

After the race, the rider of every horse will be required to report to the Stewards' Room where they will be talked through the race by the jockey coach and/or a stipendiary steward. This is a mandatory requirement, and failure to attend this debrief may result in the BHA preventing the rider from taking part in the remaining races in the series.

REPORTING

At the end of each race, the jockey coach should complete a scoresheet and email it back to the BRS within 24 hours of the race. Along with the points allocated, details of how the jockey behaved and rode should be logged, as well as any feedback and recommendations given. Development and training needs should also be highlighted. If a jockey coach has any particular concerns, these should be logged and reported.

COACHING

Points to consider:

- Check to see if any of the jockeys are having their first ride, and ensure they are comfortable with what they need to do throughout the raceday.
- Ensure all jockeys taking part in the race sign the Pre-Race Briefing Form.
- Ensure you are up to date with the conditions of the race and have checked the course map.
- Use the jockey coach's Course Walk Checklist when walking the course.
- Go to the start if possible/where appropriate.
- Ensure that all jockeys receive feedback at the post-race review.
- Try to give as many jockeys as possible one thing that they can work on.
- Make sure any issues/training recommendations are logged and followed up.
- Call a jockey the following day if you feel dealing with an issue at a later date is most appropriate.

JUDGING GUIDELINES

Racing Excellence Judging Guidelines
Coaches will award riders points using the guidelines set out on page 47.

ADDITIONAL POINTS

Additional points should be added under the subject headings outlined below. A maximum of two points should be added for each subject heading, with a total maximum of eight additional points available.

Presentation

To be well presented, a rider should be clean and smart. For this, they would be given one point. If a male rider wears a suit/jacket and tie, or a female rider is particularly smart and has clearly made a greater effort than others, they should be awarded two points. The considerations include:

- A rider will not be denied points for wearing wellington boots if required.
- To be poorly presented would mean that a rider has made little or no effort, and they would receive no additional points. Denim jeans would be considered as being poorly presented as most Members' Areas on racecourses do not allow denim.
- There should be no excuses for poor presentation.



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Professionalism

A maximum of two points can be awarded to any rider who has shown professional conduct, including:

- being well prepared
- asking questions/showing initiative during course walks/race reviews
- other ways in which the jockey coach feels they've acted in a professional manner, such as with connections or in front of the stewards.

Course walk

Riders receive two points for walking the course, no points if they don't (unless they follow the Race Conditions and call up in advance and walk the course in their own time).

Riding ability

A rider's ability on the day should be taken into account in the scores. For example, a rider may receive a maximum of two points for:

- riding an intelligent race
- using the whip well in accordance with the race conditions
- looking strong, neat and effective.

Other points to note

- Divided races will be treated as entirely separate races, and where appropriate, jockey coaches should deliver two course walks. A jockey would only be expected to walk the course once, but would still receive course walk points for both races.
- For the final race of a series, only win and place points will be allocated, but failure of a jockey to walk the course without good reason will mean that they forfeit these points.

COURSE WALK CHECKLIST

The following points should be considered when conducting a course walk as part of the Racing Excellence Series:

	✓
Introduce yourself and encourage riders to ask any questions.	<input type="checkbox"/>
Check their understanding of the purpose of a course walk.	<input type="checkbox"/>
Find out how many riders have ridden here before.	<input type="checkbox"/>
Do they all know the official going?	<input type="checkbox"/>
Do they understand the challenges/implications of the track?	<input type="checkbox"/>
Where do they generally race here? Would that change if the ground conditions suddenly changed?	<input type="checkbox"/>
Have the jockeys been in touch with the trainer to receive their riding instructions? Do they understand them?	<input type="checkbox"/>
Do they know their draw? Have they done their homework on the race (i.e., who might make the running etc.)?	<input type="checkbox"/>
Check their understanding of the whip rules.	<input type="checkbox"/>
Do they understand the starting procedure? Do they know about marker poles (flat only)?	<input type="checkbox"/>
Would they describe this as a stiff or sharp track, and what type of horse would it suit? Are they aware of the distance of the run-in from the last obstacle (jumping only and relevant to their use of the whip)?	<input type="checkbox"/>

PONY RACING

HISTORY

To encourage young people to take up the sport and make it their career, Pony Racing became a regulated sport in 2004. During this year, a 'trial' of seven Pony Races took place, with the first regulated Pony Race held at Newton Abbot and the finals at Wincanton Racecourse.

In 2007, the Pony Racing Authority (PRA) was formed as the sport's governing body, with a philosophy founded on integrity and safety. The shareholders of the PRA have a wide range of equestrian expertise and include:

- Racecourse Association
- Jockey Club
- Point-to-Point Secretaries Association
- Master of Foxhounds Authority.

Representatives from the BHA and Pony Club also sit on the PRA Board.

In just over a decade, the popularity of Pony Racing has increased to the point where over 150 young riders who have progressed through the sport now hold a professional or amateur jockey's licence with the BHA, as well as many others working within the racehorse industry.

STRUCTURE

Although reviewed each year, the regulations first initiated by the PRA still stand today.

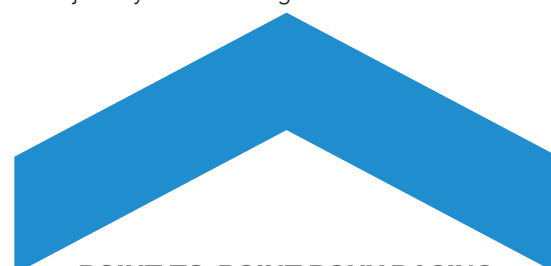
- Riders must be aged 9–15 years. (At 16, riders can progress to amateur and professional racing.)
- Ponies race under two height categories and must be either 138cm and under or 148cm and under. (Under Point-to-Point Pony Racing, a 128cm height category is applied.)
- Ponies must not have run under the Rules of Racing of any recognised turf authority.
- Ponies must be aged 5–20 years.



RACECOURSE SERIES

Approximately 25 fixtures p.a. with two Pony Races run before or after their professional card.

These are run under PRA regulations, overseen and enforced by the PRA steward and BHA jockey coach alongside BHA officials.



POINT-TO-POINT PONY RACING

Over 70 fixtures p.a. with Pony Races being run before or after the main card.
Run by regional organisers.



PONY CLUB RACEDAYS

Up to 10 days held annually on racecourses or point-to-point courses. These are run under Pony Club Racing Rules.

Structure of Pony Racing

TRAINING AND TASTER DAYS

PONY RACING AUTHORITY/PONY CLUB TRAINING DAYS

Training days are organised and jointly run between the Pony Club and the PRA. Experienced coaches from each organisation work together to provide a holistic introduction to Pony Racing. Children ride their own ponies in a school and on the gallops, and in addition to ridden work on rider balance, style and technique, they work unmounted on gym balls, wobble boards and an equicisor to improve balance and core stability. The training programme also includes advice on rider and pony fitness and nutrition, tack guidance and raceday procedures and etiquette.

These days are run all over the country, and if the combination of pony and rider are deemed suitable at the end of the day and pass, it will act as a qualification for them to compete in a Point-to-Point Pony Race. This qualification needs to be gained annually. As long as the rider has completed three Point-to-Point Pony Races, then they can also compete in the Racecourse Series.

BRITISH RACING SCHOOL AND NORTHERN RACING COLLEGE TRAINING

Both the BRS (Newmarket) and NRC (Doncaster) run Pony Racing training courses and residential camps. Their courses start with the very basics at Level 1, which is mandatory for health and safety reasons, to Level 3. Levels 1 and 2 are designed for beginners, with no formal qualification being given for attending. However, they are there to provide an introduction and insight into the world of Pony Racing. If having attended one of these, the rider's appetite has been whet, they can attend a Level 3 course, which, if completed successfully, permits a combination to enter and run in a Point-to-Point Pony Race

The BRS, NRC and PRA run Pony Racing Academies for children who want to take part in Pony Racing but are unable to due to financial or other constraints. The academies provide a series of lessons where the children learn to ride 'racing style'. If at the end of the scheme, the child has reached a sufficient standard, they will be able to take part in a Pony Race.

At the two racing schools, training is delivered through a series of training days and residential camps. The BRS and NRC have encouraged and supported the development of Pony Racing, utilising it as a successful way to attract future students and provide them with entry-level training.

BRS/NRC Level 1 training

This is the introductory level for riders who are attending their first training day and those who have not yet ridden in a Pony Race. Progress to the next level is determined by the jockey coach.

BRS/NRC Level 2 training

Level 2 provides insight on riders' race riding techniques, fitness and body conditioning, as well as nutrition and diet. There are also sessions on an equicisor under the individual tuition of a jockey coach. It is designed for junior jockeys (and their ponies) who have taken part in two or more Pony Races.

Completion of this training day also qualifies the rider/pony combination to take part in a Point-to-Point Pony Race and a Pony Club Raceday.

BRS/NRC Level 3 training

Level 3 training is available to riders who have won a Pony Race or finished second/third in two or more Pony Races (on the pony they intend riding during the training day). This includes Pony Club Pony Races.

Completion of a Level 3 training course is a requirement before entering a Point-to-Point Pony Race. This qualification needs to be gained annually. As long as the rider has completed three Point-to-Point Pony Races, then they can also compete in the Racecourse Series.

Training days and camps are an excellent opportunity for young riders and their ponies to learn together in a safe and structured environment.

Pony Racing camps offer an intensive, five-day experience and incorporate all of the above plus visits to places of racing interest, and evening entertainment in the form of quizzes and barbecues, together with the experience of living in at a racing school where other industry training courses are running. Emphasis is placed very much on the rider taking responsibility for the care of their pony for the duration of camp.

MEMBERSHIP AND REGISTRATION

MEMBERSHIP

To compete in Point-to-Point and Racecourse Series Pony Races, riders must become a member of the PRA, details of which can be found on the PRA website.

REGISTRATION

Registration is free. However, all ponies must have a completed Pony Registration Form (PRF) before racing. The PRF requests information about the pony including:

- registered owner
- height
- age
- breed
- qualification details that define what race a pony and rider are eligible for
- Joint Measurement Board (JMB) height certificate.

Forms for both membership and registration are downloadable from www.ponyracingauthority.co.uk



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PONY RACING OPPORTUNITIES

THE RACECOURSE SERIES

The Racecourse Series is for riders aged 11–15 and takes place on racecourses before or after professional racing. Two races are staged – one for ponies measuring 138cm and under and a second for 148cm and under, with the combination of ponies and riders having qualified to compete. The experience mirrors professional racing, with a BHA starter, judge and clerk of the scales officiating at each race. A PRA steward is in attendance to organise the ponies, children and parents to ensure the PRA regulations are enforced. A BHA jockey coach conducts the course walk, helps with the start and carries out a debrief in the Stewards' Room with all riders.

Charles Owen is a long-standing supporter and sponsor, with the Racecourse Series being widely recognised as the showcase for the sport, and also talent spotting for future jockeys.

Approximately 30 racecourses host qualifying races, which take place between April and October, with points accumulated towards the finals, which is the pinnacle of the Pony Racing season.

POINT-TO-POINT RACING

Point-to-Point Pony Races are organised on behalf of the PRA by the Point-to-Point Pony Racing Committee, with area organisers responsible for all arrangements, including taking entries and the running of the Pony Races on each day. Over 70 point-to-points offer over 160 races, in 14 point-to-point areas, each one with its own Pony Racing organiser.

These races are a progression from Pony Club Racedays, with the races being more competitive and ponies and riders more experienced. Some areas also run novice races, and local championships and awards for riders in their area.

A rider needs to have completed three Point-to-Point Pony Races before they can ride in the Racecourse Series.



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PONY CLUB RACEDAYS

These days are a great introduction to Pony Racing. They are held at racecourses as a stand-alone event and are open to riders and ponies of all abilities. Every raceday runs up to seven Pony Races, with many restricted to ponies and riders who have never competed before. Ponies and riders need to be members of the Pony Club and have done two Pony Club rallies to qualify to compete. These days are run under Pony Club Racing Rules.

QUALIFICATIONS FOR JOCKEYS

Jockeys now have an opportunity to achieve racing-specific or sporting qualifications that will help to develop their career or enhance their CV for future employment opportunities. The relevant qualifications are:

- Level 3 Diploma in Racehorse Care (Race Riding Option)
- Advanced Apprenticeship in Sporting Excellence incorporating the Level 3 Certificate/Diploma in Achieving Excellence in Sports Performance.

These qualifications are awarded by 1st4sport Qualifications, which is an awarding organisation for over 35 sporting disciplines.

ADVANCED APPRENTICESHIP IN SPORTING EXCELLENCE

The Advanced Apprenticeship in Sporting Excellence (AASE) has been designed to meet the needs of young people 'who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal'. Key aspects of the AASE include:

- a sports performance programme for talented young athletes aged 16–19
- developed by national governing bodies (NGBs) and sports experts since 2004
- led by the NGB, delivered in partnership with training providers
- a structured training and development route for athletes
- over 25 sports involved in the programme in England, including Olympic, Paralympic, Commonwealth, amateur and professional sports
- over 2500 apprentices starting on the programme each year.

There are two pathways:

PATHWAY ONE (UP TO TWO YEARS)

1. NVQ Diploma in Achieving Excellence in Sports Performance
2. Diploma/Ext Dip in Understanding Sports Performance
3. Essential Skills
4. Employment Rights and Responsibilities (ERR)

PATHWAY TWO (MINIMUM ONE YEAR)

1. NVQ Certificate in Achieving Excellence in Sports Performance
2. Certificate in Understanding Sports Performance
3. Essential Skills
4. ERR

THE QUALIFICATIONS

The specific qualifications that sit within the apprenticeship framework are:

CERTIFICATE/DIPLOMA IN ACHIEVING EXCELLENCE IN SPORTS PERFORMANCE

PLAN, APPLY AND EVALUATE

- Technical
- Tactical
- Physical
- Nutritional
- Mental/psychological
- Lifestyle
- Career and finance
- Communication and media
- Health and safety
- **NVQ**

CERTIFICATE/DIPLOMA IN UNDERSTANDING SPORTS PERFORMANCE

UNDERSTAND TO ACHIEVE EXCELLENCE

- How to manage career
- Health and safety at venues
- Technical skills
- Tactical skills
- Physical capability
- Nutrition to achieve
- Mental skills and attitude
- Lifestyle to achieve
- Communication and teamwork
- **Technical qualification**

HOW THE AASE WORKS

This programme allows apprentices to have:

- more time in the performance environment with coaches and experts in sports science, nutrition, psychology and lifestyle
- better access to high quality facilities
- equipment/kit/screenings
- world class workshops, mentoring and support from senior athletes.

The programme is designed to directly measure the athlete's ability to plan, apply and evaluate their development in the following areas:

- Sport-specific
 - tactical
 - technical
 - physiological
 - psychological
- wider development of athlete:
 - lifestyle management
 - wider career planning
 - health and safety
 - communication.

USEFUL CONTACTS

The following organisations support the JCP:

Amateur Jockeys Association

www.amateurjockeys.org.uk

BHA

www.britishhorseracing.com

www.careersinracing.com

BRS

www.brs.org.uk

IJF

www.injuredjockeys.co.uk

Jack Berry House

01653-602 090

JETS

www.jets-uk.org

NRC

www.northernracingcollege.co.uk

Oaksey House

01488-674 242

PJA

www.thepja.co.uk

PRA

www.ponyracingauthority.co.uk/

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