



*Coach Stream Post Task
Reading Package # 2*

Prevention Guidelines

PREVENTION GUIDELINES

The “Coach” is the most influential participant in preventing bullying, harassment and abuse. This can be achieved by “talking the talk” and “walking the walk” in teaching the player that the concept of Respect is the most important aspect of the game. The coach must use every opportunity to reinforce this principle by being a role model and communicating with players daily in practice, during pre-competition preparation, during competition, and in post-competition feedback sessions.

Controlling Bullying, Harassment and Abuse During Competition

During competition, bullying, harassing and abusive behaviours must be addressed. This responsibility lies with the officials, coaches and sport administrators. It is important to realize that prevention of such behaviours begins with education during practices and team meetings - before such behaviours occur.

The rules and regulations of sport are established to provide consequences for inappropriate behaviours including bullying, harassment and abuse. Minor incidents are usually addressed during the competition. Major incidents usually result in removal from the competition and a follow up review by the sport association administrators. The officials have a responsibility during the competition to apply the rules to ensure fair play principles. The coach has the responsibility to point out inappropriate behaviours and discipline, where appropriate. This is necessary even if an official did not see the inappropriate behaviour of the player.

The rules of play usually direct that major bullying and non-criminal harassment be reviewed by the sport administrators. It is their responsibility to ensure that the player is returning to competition after fair discipline and with the understanding that the inappropriate behaviour must not be repeated.

The athlete has a responsibility to participate without disrespectful behaviours. Players need to be equipped with skills of how to respond when confronted by an opposing player of a team who exhibits inappropriate behaviours, without falling into the trap of retaliation.

HOCKEY CANADA PLAYING RULE ON TRASH TALKING/DISCRIMINATION

Any player or team official who engages in verbal taunts, insults or intimidation based on discriminatory grounds (race, ethnicity, religion, gender, sexual orientation, language) shall be assessed a Game Misconduct penalty. Notwithstanding the above, at the discretion of the Referee, a Gross Misconduct penalty may be assessed for any infraction to any player or team official.

SUPERVISORY RESPONSIBILITIES

GENERAL GUIDELINES

Minor hockey organizations are responsible for the reasonable safety and well-being of all athletes (under the age of majority according to provincial or territorial legislation) while participating in sport activities. As a coach, supervisory responsibilities play an integral part of your role. **Interaction between coaches and players must be based on each organization's code of conduct which establishes respect, dignity, health, and well-being for all athletes.**

RATIO OF PERSONNEL TO ATHLETES

- The ratio of personnel to players must be defined by each sport organization with consideration of the following:
 - age of players (younger children = smaller ratio)
 - potential “burnout level” of personnel
 - inherent risk of injury with normal level of participation
 - level of skill required by players
 - skill specialization required by personnel
 - safety and maintenance of the facility/equipment during the activity
 - amount of direct assistance required during the activity
 - physical limitations/disabilities of athletes

SHOWERS AND LOCKER ROOMS

- Coaches and staff must supervise players at all times. If players are uncomfortable changing or showering at the arena, they should change and shower at home.
- Staff members should not change or shower at the same time as athletes.
- Comparable facilities should be provided for both genders, or genders should take turns using shower facilities.
- Cell phones should be prohibited from locker rooms, to avoid inappropriate use of cameras.
- In the case of players with a disability who require assistance in showers, locker rooms, toilet facilities:
 - encourage their own personal attendant/caregiver to help them.
 - when personal attendants are not available, sport personnel should only agree to provide personal aid after an explicit explanation of the nature of the aid has been given, the player's personal boundaries have been discussed, and training (if appropriate) has been undertaken.
 - agreements for sport personnel acting as attendants must be mutually devised and consented to, until such a time when either party wants changes.

DRESSING FOR SPORTS

- When players are unable to put on their own uniform or protective equipment, and that equipment is located beneath the uniform, (such as a protective cup), they should be aided by a parent/ guardian or their designate.
- Personnel should strongly recommend to parents/guardians/attendants of younger children or players with a disability that players arrive for games and practices fully outfitted in all equipment.
- Players with a disability who can put on their own equipment should be allowed to dress with the other athletes.
- Where pre-activity dressing is not practical, appropriate facilities should be provided where parents/guardians/attendants can assist players in getting dressed.
- In cases where assistance is requested by the parent/guardian, attendant or the player, personnel must only assist
 - within the sight of other team members / personnel / parents
 - in a manner which preserves the dignity and privacy of the players
 - in a manner where only necessary physical contact occurs
 - where personnel will stop assisting immediately upon the player's request.

TRANSPORTING CHILDREN AND YOUTH

- Ideally, all players should have their own transport to and from all games, practices and team functions.
- In the event that transportation is required by players, personnel should only provide transportation when:
 - the driver is appropriately licensed
 - other athletes/personnel/parents are also in the vehicle
 - the ride has been approved by parents/guardians/caregivers
 - the ride is given directly to and/or from the sports activity - no other stops or side-trips should occur
 - all passengers can be seated and secured in the vehicle according to provincial legislation
- Any extraordinary event, such as a car accident, must be reported immediately to parents/guardians/caregivers and at the earliest date possible to the sports organization.

INJURED/ILL CHILDREN AND YOUTH

- **All injuries must be managed by the team trainer/safety person**, who should be qualified in the Hockey Canada Safety Program. This program provides very detailed training and guidelines in managing injuries and emergency situations.
- No player, regardless of the level of competition, should be forced/coerced/feel obligated to participate beyond their capability in a sport activity when injured, suffering from an illness or rehabilitating from an injury. **The health and well-being of players must be the highest priority.**
- Personnel should avoid treating injuries out of sight of others. **Use a “two-deep” (two personnel, or two athletes) supervision system.**
- Never override the treatment advice of the athlete’s physician.

RELEASING CHILDREN FROM SUPERVISION

- It is recommended that minor hockey associations and teams develop policies regarding releasing children from activities, and that these policies are communicated clearly to parents/guardians of athletes at the beginning of each season. Consider these factors:
 - age of the players
 - availability and safety of public transit
 - safety factors, e.g. distance from the facility, busy streets, amount of equipment required for the sport, etc.
 - time of day the activity occurs
 - weather conditions
 - supervisory considerations
 - potential injuries during the activity

PERMISSION

- All sport organizations/team personnel must receive permission from parents/guardians for players to participate in all games, practices, training sessions, or team social activities. It is recommended that personnel provide a schedule of all activities at the beginning of the season, and notify parents/guardians, in writing, of any schedule changes/additions which occur during the season.

NOTE: Permission for a player to participate in activities does not include permission for anything other than those activities. Team personnel should be clear that this permission does not include transporting children, out-of- program contact with athletes, etc.

CUSTODY DISPUTES

Sport organizations may need to seek the advice of a lawyer when establishing guidelines regarding child release policies and procedures. Otherwise, team personnel need to:

- Become familiar with the parents/guardians of their athletes (especially young athletes, who may not understand custody rules).
- Provide a Release Form for parents/guardians who registered the child for the sport activity to specify who may pick up the child from games, practices, etc.
- Ask parents/guardians to notify team personnel when a person who is not on that list will be picking up their child.

IMPAIRED OR INEBRIATED CAREGIVERS

- Legally, if an impaired care giver is operating a vehicle, the police should be called immediately.
- Sport organizations may wish to develop policies and procedures to address the issue of impaired caregivers, and inform parents/caregivers, at the beginning of the season, of these policies.

LATE CAREGIVERS

- Late pick-ups of under-age players can create difficult situations for personnel. At the beginning of the season, give parents an information sheet which outlines:
 - the organization’s policies regarding late pick-ups of their children
 - a contact number for parents to leave a message at if they are going to be late picking up children, e.g. the sports facility’s reception desk, the coach’s home answering machine, a fellow team member’s parent
 - have parents/guardians complete a “Releasing Children” form which provides phone numbers of alternative contact people
- Clarify that parents/guardians are to drop off and pick-up athletes on time.
- Clarify that it is not the personnel’s responsibility to transport athletes in the event that a caregiver becomes detained. Work with parents/guardians to define a mutually satisfactory plan of action.
- Prepare a schedule for all practices, games, team social activities, training sessions for the entire season. Update the schedule in writing as often as necessary.
- Provide parents with a list of the following actions which personnel will undertake in the event that a parent is more than 15 minutes late to pick up their child.

DO NOT

- Automatically drive the child to their home, to your home, or to any other location. (These actions may leave the personnel vulnerable to allegations and accusations, not to mention complicating the situation when parents/guardians finally arrive.)
- Invite the child to wait in your vehicle with you alone. (ensure that there is another personnel or team member with you .
- Remove the child or youth from the facility.
- Send the child home with another person without permission.

DO

- Attempt to phone the parent/guardian.
- Check your message centre or contact number for information from the late parent.
- Attempt to contact the alternative contact provided by the parent.
- Wait at the facility with the child and, ideally, other personnel, team members or parents.
- When the parent arrives, address the issue of late pick-ups immediately and directly: describe the policies of the organization, attempt to identify the problem, and find a mutually satisfactory solution should this ever occur again.
- If lateness becomes a repeated occurrence, apply pre-established sanctions.

Sample procedures for late pickups:

10 - 15 minutes: Personnel will check a designated message centre for message/instructions from the late parent. Personnel will remain at the facility with the child until picked up by the parent.

30 Minutes: Personnel will attempt to reach the parents at their home/work and/or will contact the alternative contact people provided by the parent. Personnel will remain at the facility with the child until the child is picked up by the parent or alternate contact.

45 minutes: Personnel will contact the local police to inquire if there has been an accident. Personnel will continue to call the alternative contact to attempt to arrange care for the child.

Over 1 hour: Personnel will contact the local Child Protection Agency for instructions/advice.

OFF-SITE ACTIVITIES

- All activities which take place in a facility other than the regular “home” facility should be scheduled in advance with players and parents/guardians given advanced notice.
- Off-site activities which fall outside of normal practice/game/training routines should fall under one of the following categories:
 - team celebration e.g. — *Season-end party*
 - sports clinic to acquire/improve specific skills
 - sport-related activity e.g. — *A hockey team attends a professional hockey game together.*

Guidelines for off-site activities

- When players are minors, the team should attempt to organize activities where parent/families can be included.
- Activities for “players only” should take place in a public facility; activities which take place in a private home should involve parents/guardians.
- Activities should take place in a specific location, with a specific starting and ending time.
- Players and parents/guardians should be notified of the nature of the activity, any equipment/ clothing/supplies required, and an informal agenda of events.
- At activities for under-age players, personnel should not consume alcohol or make alcohol available.
- The facility should provide adequate toilet and changing facilities if required.
- The facility or private home must be safe, properly maintained and adequately supervised depending on the age of the players.

ROAD TRIPS

- Before leaving on any road trip, players, personnel and, if applicable, parents/guardians must devise mutually agreeable ground rules for travel. The following guidelines may be considered, based on the age of players, personnel to players ratio, destination, and physical or developmental capability of players:
 - ideally, personnel and players should not share accommodations, regardless of the potential cost savings or other benefits. If sharing a room is unavoidable, be sure that the “two deep” rule is observed at all times. If only one player and one personnel are alone in the room for a brief period of time, the outer door must be left open.
 - players of different genders should not share accommodations (the exception might be spouses who are teammates).
- Clear boundaries regarding conduct should be defined, e.g. curfews, acceptable room assignments, reporting in/out, supervision, consumption of alcohol, transportation once at the destination, etc.

- Specific needs of players regarding personal care must be identified; how these needs will be met must be determined. e.g. Personal care attendants for athletes' with a disability or specialized meal needs.
- No one other than the occupants of a given room will be permitted in the room unless the door is left open for visual access to outsiders.
- No guests outside of team members will be permitted in rooms at any time. e.g. "Guests" must only be met in common areas, such as hotel lobbies, restaurants, etc.
- Team members and personnel should not be in each other's rooms. Meetings should be held in common areas, such as a conference room.
- No sexual contact will be permitted by players who are minors while traveling with the team. Boundaries regarding sexual contact of adult players and/or personnel will be defined by the personnel and team members before embarking on the trip.

BILLETTS

Often billeting is an affordable and beneficial experience for players. Screening of host families may or may not be necessary, practical or realistic for all athletic trips. When deciding whether screening is necessary, sport organizations and teams may consider the following criteria:

- Duration of the stay with host families? (1 night, 1 week, 1 year)
- Will personnel or parents be accompanying players to the same city or town?
- Are athletes billeted in pairs?
- Who lives in the household? Are there other children, adults?
- Where does the host family live? How easy is it to contact them?
- Will the player have access to a telephone throughout his/her stay?
- Does the host family have a child/youth involved in the sport?
- In the case of a longer stay, do players have a resource person to call if there are any problems/conflicts with the family?
- In the event that billeting is used for accommodation and meals, ground rules for any trip should be discussed by personnel, players, parents/guardians, and by those who are hosting the visiting players. Guidelines might include:
 - a player should not share a bedroom with anyone other than the hosting player, provided that the host is of the same gender.
 - two players with more than a 2 year age difference should not share a bedroom. If this is unavoidable due to space in the home, a third person should be present, or the door should be left open at all times.
 - no sexual contact will take place between visiting players and hosting players, the host family, or those who live with the host family.
 - transportation to and from sporting events will be overseen by the host athlete/family. Visiting players should not accept rides from anyone other than designated people.

APPROPRIATE DISCIPLINE

Discipline may be required on occasion due to inappropriate behaviour of players. Discipline by coaches and all personnel must be administered appropriately in a controlled manner, mindful of the age and developmental level of the player, with a clear goal of teaching appropriate behaviours. Discipline must not be used impulsively or out of anger, to gain power over players, or to embarrass or humiliate players.

Discipline is used:

- to develop a sense of responsibility for actions*
- to inculcate a respect for others and their property*
- to establish and reinforce a value system upon which judgments about 'right' and 'wrong' can be learned*
- to learn to act with consideration rather than impulsiveness*
- to establish a pattern of behaviour and attitudes that allow a child to interact with others in a positive way*
- to set reasonable limits where the child or youth learns decision-making and problem solving skills*
- to make a child or youth conscious of inherent danger.*

Fairholm, 1997

Examples:

- *Having a player work part-time to replace equipment he/she has damaged out of negligence*
- *Making a team policy which stipulates shaking hands with competitors before and after games; that no negative verbal exchanges will be tolerated*
- *Pulling a player from a game where he/she begins to act aggressively beyond the realm of acceptable norms for that sport*

Abuse attempts to:

- *instill fear*
- *establish or maintain dominance*
- *establish or maintain compliance*
- *inflect pain*
- *create and maintain dependence*

Fairholm, 1997

Examples:

- *Using excessive exercise/training techniques as a form of punishment for behaviour*
- *Preventing players from meeting their basic physical needs, such as changing out of wet clothing, having a water break, withholding food*
- *Telling a player that they are worthless, or a nobody if they don't perform adequately*
- *Telling a player that it was his/her fault that the team lost the game*

APPROPRIATE DISCIPLINARY ACTIONS FOR COACHES AND PERSONNEL

- Have a team meeting with coaches, personnel, parents/guardians and players to discuss behavioural boundaries; identify acceptable and unacceptable behaviours with responses to each.
- Never administer discipline in an isolated setting. Although personnel and players should be in full view of others they should be out of the range of hearing of others.
- Discipline should only be relevant to misbehavior which occurred during sports activities while under the personnel member's supervision.
- Any serious or repetitive behaviour problems should be guided by the organization's code of conduct and discipline policy. Minor misbehavior needs a step-by-step process:
 - discuss the misbehavior with the player. Explain which behavioural boundary was crossed and the appropriate behaviour that should be occurring. Examine what factors might be contributing to the misbehavior. Agree to disciplinary measures/consequences if behaviour occurs again.
 - **if behaviour occurs again** apply the agreed disciplinary measures or consequences. Again, explain the appropriate behaviour that should be occurring.
 - **if behaviour occurs again** verbally inform parent/guardians/caregivers about the misbehavior and the previous attempts made to correct the behaviour. Attempt to work with parents/caregivers and players to correct the behaviour. If necessary, involve parents/guardians in supervision of the player during sports activities. Document the previous incidents and the conversation with parents for personal records.
 - **if not resolved** provide a written warning to the player and/or parents/caregivers. Explain that the sports organization will be informed of the problem if this behaviour is not resolved.

If no improvement in behaviour has occurred, if the behaviour is inhibiting the enjoyment of the sport for others, or is creating a harassing, abusive or dangerous environment/situation for the player in question or other players, the personnel member must submit the documented incidents and any action taken to date to the Executive of the sports organization. Possible actions by the Executive must be directed by the organization's policy.

HANDLING CONFLICT

Conflict is a daily occurrence between players, between personnel and athletes, between personnel or between personnel and parents/guardians. Personnel need to provide leadership in handling conflict resolution by negotiating a win-win consensus. Successful communication skills include:

- encouraging the other person to share his/her side of the conflict
- listening actively
- repeating back the essence of what you have heard to check your understanding of the issues
- asking the other person to listen to your view of the conflict
- using “I” statements; not “you” statements
- describing how you feel; state your needs and concerns
- avoiding judgment statements and name calling
- encouraging the other person to respond
- listening actively and reiterate his/her needs and concerns
- generating ideas for a solution, attempting to meet both persons' needs. If a solution cannot be reached, you may need to:
 - suggest that the discussion be continued later, after some time apart to think through the situation
 - agree to disagree, and decide how you can co-exist under those circumstances
 - invite a third party to mediate.

COMMUNICATION

Good communication between coaches and players is essential to positive coach-player relationships. It should include:

- information regarding games, practices, training sessions and team social activities, such as location, times, nature of activities, etc.
- information regarding absences of players or changes in scheduling.
- expectations and clear role definitions for coaches, personnel, players and parents.
- open, honest communication, including written information, needs to be the basis of an ongoing communication plan. It is recommended that coaches and team personnel hold an initial meeting with players and parents/guardians to address communication issues and present written guidelines.
- expectations regarding boundaries for both personnel and players, including physical, sexual, and social boundaries.

- any concerns or problems regarding interaction between personnel and players, between players and their teammates, or between players and their competitors.
- any concerns or questions regarding the sport itself, such as skill acquisition and instruction, training or practice routines, playing the game, furthering one's personal sports training, etc.
- any concerns or questions regarding injuries/illness.

OUT-OF-PROGRAM CONTACT WITH MINORS

Any out-of-program contact between team personnel and players runs the risk of being misinterpreted. It is recommended that coaches and personnel:

- limit contact with players to official team activities which are approved by the sport organization, including games, practices, training sessions, meetings, and team social activities.
- if out-of-program contact is unavoidable or seems reasonable, such as in the case of a family friend or neighbour coaching a child, it is recommended that any out-of program contact occur in the presence of parents/guardians or their appointed designates.
- avoid being alone with a single player. Privacy can occur by moving out of the hearing range of others, rather than out of sight of others.
- develop organization policy which stipulates that at least two personnel, players or parents be present at all times.

PHYSICAL CONTACT

When devising guidelines regarding physical contact between coaches and all personnel and players, a **climate of mutual respect needs to be fostered, while at the same time, defining which types of contact that are inappropriate or which extend beyond the personal boundaries of that relationship.** Guidelines are not meant to inhibit personnel from touching players in order to instruct, encourage, protect, or comfort. Guidelines need to provide definitions of how a player, coach or other personnel member or parent might identify inappropriate types and contexts for touching.

Guidelines:

- Generally, physical contact between players or between personnel and players should not involve touching genital areas, buttocks, breasts, or mouths.
- All physical contact by personnel or players should be for one of the following purposes:
 - to develop sport skills/techniques
 - to manage an injury
 - to prevent an injury
 - to meet the requirements of the sport

- All physical contact by team personnel should fulfill all of the following criteria:
 - touching should be in response to the need of the player and not the need of the personnel member.
 - an explanation for touch should be given by the personnel member.
 - permission from the player to be touched should be sought by personnel, except in an emergency situation.
 - the comfort level and dignity of the player should always be the priority.
 - personnel should avoid touching a player out of sight of others. Use a “two-deep” (two personnel, or two players) supervision system.
 - touching should never have a sexual nature, sexual undertones, or sexual jokes or innuendoes attached to it.
 - touching should never be kept secretive or hidden. Remember that non-verbal communication is very powerful and very easy to misinterpret.
 - touch should be appropriate to the developmental age of the player.

COMFORTING AND/OR CONGRATULATING ATHLETES

- Comforting/congratulating athletes is an important part of the relationship between coaches and players. Guidelines for this type of touch are:
 - limit touching to “safe” areas, such as hand-to-shoulder.
 - make your intention to congratulate or comfort clear to the player.
 - get permission from the player before embracing them - remember that personnel are in the position of power.
 - respect a player’s discomfort or rejection of physical contact.
 - be sure that touching occurs when others are present.
 - touch should be appropriate to the developmental age of the player.
Example: Having a twelve-year-old child sit on the coach’s knee would be inappropriate.

HAZING

Hazing is defined as a humiliating and degrading initiation rite in which a player is forced to participate in order to be accepted.

How do I protect my child or youth against hazing?

- Talk with him/her about hazing; discuss peer pressure.
- Explain that he/she does not have to submit to hazing.
- Know Regulation R4 of the Hockey Canada Constitution, By-Laws & Regulations:

HOCKEY CANADA REGULATION R4:

“Any player, team official, executive member of a team, club or association, or any other Hockey Canada member, having participated in or condoned any incident of hazing, shall be subject to a suspension of not less than one (1) year. Notwithstanding the prescribed minimum suspension of one (1) year, in the event that the Sport governing body would consider that such suspension would create undue hardship, given the circumstances, it may impose a lesser penalty, if it has received approval from the Hockey Canada Officers.”

- Report any incident of hazing to your local association

SEXUAL ACTIVITY

Two types of sexual relationships occur in sports: those between players, and those between athletes and team personnel. All sexual activity is governed by two main areas of law: age of consent for sexual activity, and the circumstances by which consent is obtained.

Definitions

Sexual Activity

Sexual activity is defined as any activity which involves contact with or use of the sexual body parts (breast, buttocks, anus, vagina, penis, mouth) or any activity which results in the sexual gratification of an individual, with or without the consent of both people.

Examples: flashing, kissing, pandering, voyeurism, pornography, touching, intercourse, penetration, oral sex, bondage and group sex.

Age of Consent

According to the Criminal Code, the age at which an individual can consent to engage in sexual activity, including anal or vaginal intercourse, is 14 years.

Consent

No consent to sexual activity can be given if a person does not understand what it means to consent, a person consents because of misinformation, or a person is too young to consent. Importantly, the age of both participating parties plays a role in the determination of whether a person can consent to sexual activity. Criminal law established the following basic principles:

1. A child under 12 cannot be convicted of an offence.
2. A child under 14 generally cannot consent to sexual activity.
3. A child under 14 can only consent to sexual activity where the child's sexual partner is less than two years older than him/her, between the ages of 12 and 16 and is neither in a position of trust of authority toward the child, nor is a person with whom the child is in a relationship of dependency.

4. A child between the ages of 14 and 17 cannot consent to sexual activity with a person who is in a position of trust or authority towards him/her, or with a person with whom the child is in a relationship of dependency.
5. A child who is 12 or 13 years of age cannot be tried for an offence involving sexual touching of a child under 14 or exposure of genital organs to a child under 14 unless s/he is in a position of trust or authority towards the child.
6. *Criminal Code* sexual assault provisions cover all forms of sexual contact; any nonconsensual sexual activity is sexual assault, regardless of the age of the victim.
7. *Criminal Code* sexual exploitation provisions cover all forms of sexual contact, not just sexual intercourse.¹

¹ Although the Code stipulates that persons under 18 cannot consent to anal intercourse, the provision has been found to be unconstitutional. Therefore, anal intercourse is treated the same as any other type of sexual activity.

Consent is...

- actively sought and actively given by both (all) parties involved;
- based on choice;
- not manipulated;
- not coerced;
- not submission due to fear;
- freely given.

Fairholm, 1993

Failure to comply with these age and consent conditions may be defined as criminal activity, such as sexual assault, sexual exploitation, or sexual interference, under the Criminal Code. Any sexual activity/behaviour which could be considered illegal activity must be handled through the appropriate legal channels; e.g. Police, Child Protection Agency, Human Rights Legislation, Sport Organization's Policies.

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| <p>For the reporting athlete/victim:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen empathetically. <input type="checkbox"/> Reassure the athlete that the behaviour was inappropriate and not their fault. Tell the athlete to report if it ever happens again. <input type="checkbox"/> Report the incident to the athlete's parent/guardian and recommend, if the behaviour was serious or a repeated incident, that the parent/guardian seek counseling for the child. | <p>For the athlete who exhibited the inappropriate sexual behaviour:</p> <ul style="list-style-type: none"> <input type="checkbox"/> State the rules or boundaries firmly <i>e.g.— “you do not have a right to touch the personal parts of another person, that behaviour is not allowed”.</i> <input type="checkbox"/> Tell the young athlete it is wrong. <input type="checkbox"/> State the consequences of the behaviour. <input type="checkbox"/> Report the behaviour and the consequences to the parent/guardian and to the local child protection agency. Studies have shown that children who exhibit sexually intrusive behaviour frequently are victims of sexual abuse themselves. <input type="checkbox"/> If the behaviour is repeated or serious remove the child from the situation. |
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Guidelines

Sexual Activity Between Participants

- No sexual activity/contact is allowed between players who are minors while on team trips, in sports facilities used by the team/organization, directly before, during or after team practices, games, training sessions or social activities conducted by the team or sports organization.
- No player will be coerced, manipulated, threatened or forced to take part in sexual activities by fellow athletes.
- Any player, regardless of age, who exhibits any of the following inappropriate sexual behaviour may face disciplinary actions as prescribed by the governing sports organization, and may, if warranted, be charged in accordance with the Criminal Code. These include:
 - any behaviours which can be defined as criminal sexual behaviour according to the Criminal Code.
 - any sexual activity which is prohibited by the sports organization during official organization activities (games, practices, training sessions, social activities) under the policy on sexual activity.

- Players under the age of 12 years who engage, force, or coerce another child into a sexual activity which is beyond the realm of normal and healthy sexual development, need an immediate response. When personnel witnesses the inappropriate sexual behaviour, address both players as soon as possible, using the following guidelines:
 - ask each child individually to tell you what happened.
 - check your understanding with each child by using simple, accurate language.
 - follow procedures on the top of page 17.
 - document and file the details of the incident, your response, the response of the players and their parents.

Sexual Activity Between Personnel and Players

Sexual interactions between personnel and players become even more complicated, because of the differences in power between personnel and players. Regardless of the age of the player, the position of power personnel holds may influence that player's consent to sexual activity due to coercion, wanting to please, a perception of "owing" a sexual favour, etc. Even when the player and personnel are both consenting to the sexual relationship, a breakdown of the relationship could lead to a perception of unwanted, harassing behaviour.

- No personnel shall have a sexual relationship with players in the same organization, when personnel is in a position of trust or influence (such as a coach, league official, trainer), regardless of the fact that either or both persons may be of the legal age of consent.
- In the event that personnel and a player wish to initiate a consensual sexual relationship, the onus is on the personnel to remove him or herself from a position of trust and influence over the player.
- Staff may apply for a change in position within the organization which removes him or her from a position of influence over the player, or the player, if it is his or her preference, may apply to work with another team or coach.
- Any personnel member who is convicted of a crime of improper sexual conduct should be dismissed. An alleged offender may be suspended until the issue is resolved.

Integrated Teams

In every community across this country brothers, sisters and children or youth who are willing to participate, are playing on the same team. These teams are not only teaching a sport but are also an important social activity where boys and girls interact with each other in both a competitive and social setting.

Over the past decade girls and women have increasingly become active in sports, whether as players, coaches, administrators or officials. This female activity has presented sport organizations with new challenges which may include:

- ensuring that females have access to the sports and the teams
- providing resources for new teams or developing new female leagues
- training coaches and administrators in how to best deliver programs to female players
- supporting male players who may only have experienced single gender sport environments

The increased demand by females for athletic opportunities has, in many cases, led to the development of integrated teams - teams with both male and female participants. Although integrated teams may be more common in smaller communities where developing female-only teams is not realistic, integrated teams may also occur when a female player chooses to play on a “male” team, even though a female team is available.

Athletic associations and teams are created to provide opportunities for players to develop and grow. All requests to participate on a team need to be reviewed in an open-minded manner and discussed with the players involved. Issues such as safety, physical development, social and emotional limitations and skill factors need to be weighed. Court challenges have upheld the right of girls to play on boys teams, even if a female team is available.

It is important to remember that physical difference between the sexes are less important than variations in body size, body composition and the level of training. Many players, male or female, can be competitive with members of the other gender, if given the opportunity.

There are several ways to promote a well functioning integrated team:

1. GENDER REPRESENTATION IN COACHING AND TRAINING STAFF

It is important that sport organizations that represent both male and female players focus on recruiting both male and female administrators, coaches, training staff and officials into their programs. The visibility of both genders in an organization can:

- Create positive role models for young players
- Demonstrate the organization’s commitment to serving the needs of both genders
- Encourage new ideas by including a broader range of perspectives
- Provide coaching staff with additional communication and motivational tools
- Provide increased safety and security for players
- Provide a new pool of volunteers

2. CREATING A RESPECTFUL ENVIRONMENT

One of the foundations of a healthy situation for young players is to create a respectful environment for everyone. This includes relationships between coaches, players, volunteers, parents and officials. Creating this respectful environment is especially important for those players who may be under-represented in sport e.g. gender, culture, ability. To ensure an inclusive, respectful and comfortable environment, sport organizations need to:

- Develop a policy that outlines how all players, coaches, officials and parents are to be treated
- Ensure that all participants are aware of the policy and how it will impact them
- Outline for coaches, volunteers, players, and parents behaviour that is unacceptable
 - sexist and racist jokes - e.g. *“Did you hear the one about the two hookers and the case of beer?”*
 - gender-based insults - e.g. *“He throws like a girl! Look at the dyke!”*
 - excluding or dividing players based on their minority status - e.g. *“Girls can watch the boys do this drill!”*

Creating this respectful environment is not easy; coaching staff may need to develop drills and games appropriate for the entire group. Inappropriate behaviours will require disciplinary responses. Other teams may present challenges with their disrespectful behaviours. Although integrated teams are a challenge they are also very rewarding.

3. LANGUAGE AND COMMUNICATION

Communication is the key to creating positive and inclusive environments. Effective communication will ensure that statements made:

- Include everyone on the team. Inclusive language means ensuring that if there are two genders on the team, both “he” and “she” are used. “He” and “guys” are not gender neutral; they do not include both genders. Changing language is an important part of creating a positive, inclusive environment.
- Use positive language and avoid stereotypes. Positive language means using positive comments and providing correction and instruction where appropriate. Error correction is still part of coaching but it does not include the use of insults or negative stereotypes.
- Demonstrate an understanding of the fundamental differences between males and females. Females are more likely to base their identity on relationships with others while males more frequently define themselves on competition with one another. Females may have stronger verbal skills while males may have stronger visual skills. This means that integrated teams require both verbal and visual tools to help athletes learn; female players are more likely to respond to the content of the message and how it is given.

4. RELATIONSHIPS

Relationships will form and end in any situation where people come together. This is especially true of athletic teams where individuals may spend a great deal of time together under emotional circumstances. Although this issue is perceived as a greater challenge on integrated teams, same sex relationships may also occur on non-integrated teams. There are some simple principles that can guide sport associations when dealing with relationships.

Player to Player

On any team, especially teams with adolescents, it is possible for relationships to form. In some cases these relationships may become romantic or sexual. Whether the relationship involves two players of the same-sex or of opposite sexes, consent is the issue (see Sexual Activity). If a consensual relationship develops, it is important that the relationship is not condemned, that individuals are neither teased nor granted special privileges.

This same respect should be extended to relationships that break up. The end of a relationship may be traumatic; coaches and administrators need to ensure that players do not attempt to harm or punish one another for the termination of the relationship. This could include excluding a former partner from participation or placing that individual in some physical danger (threats, hitting etc.).

Player to Coach

It is never appropriate for a coach to form a sexual relationship with a young player – under age of majority. Any association that suspects that such a relationship exists must refer the matter to Child Protection authorities or police.

Coaches and other staff and volunteers on university, college and high-performance teams should be discouraged from beginning a relationship with adult players who are under their control. The coach-player relationship is one where the coach may have a great deal of influence and power over the player's future career. If a player feels obligated to develop and continue a sexual relationship with a coach in order to achieve his or her personal athletic goals, the relationship may constitute sexual harassment.

If a consensual relationship does develop on a competitive team, the needs and wishes of the player must always come first. If a coach wishes to enter into a relationship with one of his or her adult players:

- The coach should first make every attempt to end the coach-player relationship
- The coach may either resign, or with the player's consent, move him or her to another comparable team
- If a comparable team is not available or if moving means losing a year of eligibility, then the coach must either end the relationship or resign

- A coach must never remove a player from the team in order to allow a relationship to occur
- The coach should discuss this situation with the sport organization to ensure that the player is being dealt with fairly

In smaller communities, and on recreational teams, it is not unusual for a coach and a player to either be married or in a relationship before the coach-player relationship came into existence. Especially in developing teams for female players the coaches may often be related to one of the players wanting to form the team. Whenever possible coaches should be honest with the other players about their relationships with specific players. Coaches must also ensure that they are being fair to all players on their teams and are not favouring a particular player.

5. FACILITIES

Any time a team is made up of more than one gender, some simple guidelines must be established to avoid embarrassment and to ensure that all players are comfortable and able to benefit from their involvement.

Arrangements that are made should ensure athlete safety and allow all players to be part of all team activities, including pre- and post-game discussions and activities. It is critical that all players be allowed to participate in the camaraderie that is so important to sport.

Facilities must allow for privacy if it is necessary to change into a uniform or equipment prior to participating.

- If possible, two rooms should be available, one for each gender; under-age players need to be supervised
- If two rooms are not available there are a number of options:
 - establish a schedule for changing; communicate schedule to all players and families. Have one group change first in private, followed by the next group. When both groups are fully dressed, then they can re-group for any pre-event preparation.
 - ask players to arrive in suitable undergarments (e.g. lucre shorts, t-shirts, long johns). Discuss with parents and players the guidelines for appropriate garments.

Including any group who is under-represented in sport activities can be a challenge for an organization. As a guide, **think first of the under-represented groups and their needs; allow their needs to set the direction, action and words.** Many of the situations that will be encountered on integrated teams require only that common sense is used and that athletes are safe and treated with respect.

Working With Players with a Disability

Players with a disability deserve the same considerations and rights as all other players. Depending on the nature and level of their limitations, players with a disability may require additional assistance and different coaching and communication techniques. This coupled with their increased vulnerability to acts of abuse or neglect means specific guidelines are needed:

- Players with a disability are to be given the same level of respect and self-determination as a non-disabled player.
- Players with a disability, and if applicable, their parents/guardians, need to identify their needs for personal care and how they will be met.
- Sport organizations will consider support staff and personal attendants/caregivers as members of the athletic team.

In the event that personnel is requested to provide personal care before, during or following the sports activity, personnel will be trained to meet those personal needs in a professional, ethical and respectful manner, preserving the dignity of the player. *e.g. — personnel assisting with toilet facilities, with dressing for the sport, etc.*

- Whenever possible, personnel should provide personal care in the presence of others, while preserving the dignity of the player.
- Personnel will communicate effectively with players with a disability to meet all the players' needs, including getting permission for and clarifying comfort levels for necessary touching,
 - *e.g. — sign language, Braille ,using other technologies.*
- Communication procedures should be established regarding the disclosure and reporting of bullying, harassment and abuse which address the potential communication barriers of players with a disability.
- All disabled players will receive prevention education in the areas of bullying, harassment, abuse and relationship violence.
- Bullying, harassment and abuse policies and all printed materials provided for players should be available in alternate formats, e.g. large print, so they are accessible to players with a disability.

Vulnerability factor for athletes with a disability:

- *Attitudes, myths and stereotypes*
- *Powerlessness*
- *Isolation*
- *Increase dependence on caregivers*
- *Lack of abuse prevention and sexuality education*
- *Unprotective organization structures and policies*
- *Language, speech or vocabulary barriers*
- *Physical defenselessness*
- *Some disabilities may result in limited cognitive abilities*
- *Need for personal care*

There is a greater onus on the organization to protect players with a cognitive disability as their vulnerability is extremely high. Screening policies need to reflect the heightened vulnerability of this population.

Prevention Education for Personnel and Players

ALL ATHLETES

Ideally, all players and personnel working with players should receive Bullying, Harassment and Abuse Prevention Education. Prevention education should be adapted to an age-appropriate level to promote players' understanding and confidence in this area. Bullying, Harassment and Abuse Prevention Education should achieve the following objectives:

- To know the four types of abuse: emotional abuse, physical abuse and neglect and sexual abuse.
- To understand the definition of bullying
- To understand the definition of harassment.
- To understand why abuse happens (10 years and older).
- To understand that bullying, harassment or abuse is never the victim's fault.
- To know to report bullying, harassment or abuse, who to tell and how to help a friend who is being bullied, harassed or abused.

PLAYERS 15 YEARS AND OLDER

Players who are 15 years and older, and personnel working with players of this age group, should receive, in addition to Bullying, Harassment and Abuse Prevention Education, Relationship Violence Prevention Education. It has been recently noted that especially in towns where competitive young players are admired or "put on a pedestal", education regarding legal and moral behaviour in peer intimate relationships would be highly beneficial. Players must be educated about the use of their personal power and influence over others gained through athletics.

Relationship Violence Prevention Education achieves the following objectives:

- To gain an understanding of emotionally, physically, and sexually assaultive relationships.
- To understand how the Criminal Code and the Young Offenders Act apply in these areas.
- To recognize clues of assaultive behaviour.
- To develop prevention skills.
- To define the components of healthy relationships.
- To know available community resources.

ALL PERSONNEL

All personnel should receive education in Bullying, Harassment and Abuse Prevention and Relationship Violence Prevention, to be able to explain and endorse the sport organization's policies and standards of behaviour, and to be able to identify inappropriate behaviours which may pose risk to their position in the organization. The objectives should include all of those mentioned above, as well as the following additional objectives:

- To understand personnel's role in screening and in reporting bullying, harassment and abuse.
- To understand how the provincial or territorial Child Protection Act, Criminal Code and the sport organization's policies operate in terms of reporting bullying, harassment, abuse and inappropriate behaviours.
- To identify behaviours which may pose a risk to personnel.
- To learn how to reduce risk for athletes in becoming victims of bullying, harassment or abuse.
- To reduce the risk of false allegations.

Prevention Guidelines For Sport Premises

The sport premises can either invite or inhibit bullying, harassment or abuse from happening. Regulating use of and access to sport premises, providing adequate supervision and maintenance of facilities and equipment, and communicating clear safety boundaries can enhance the confidence and enjoyment with which to perform. Ideally, sport organizations need to work in partnership with the owners of the facilities to promote safe environments for athletes and to decrease the risk of bullying, harassment or abuse from occurring on the sport premises.

DRESSING ROOMS/SHOWERS

- A lone person should not be in the dressing room with players while they are showering or changing; two adults should be present together.
- If personnel are in the dressing room once athletes are dressed, they should follow the two-deep (two personnel or two athletes) rule.
- Staff should never shower with players.
- Participants from competing teams or of vastly different age groups should never shower together.
- There should not be more players in the shower/dressing rooms than is intended by the facility. *e.g. — One team per dressing room.*
- Mixed teams must have comparable facilities for both genders on the team. In the event that shower/dressing rooms are limited, each gender should take turns using the shower/dressing room (see Integrated Teams).
- Video or photography equipment should never be allowed in the shower/dressing rooms while players are undressed/changing. The privacy and the dignity of players is the first priority.
- Players under 18 years old, should be supervised at all times.

OFFICES

- When players are in personnel's offices, the following guidelines should be considered:
 - the door to the office should remain open at all times, to allow visual access to outsiders
 - if a private conversation is required, consider moving out of hearing range of others, rather than out of sight
 - if office meetings must be conducted in absolute privacy, choose an office with a window that allows visual access to outsiders, or invite another personnel, player or parent/guardian to attend the meeting. Ensure that the player is comfortable with the choice of the additional person

ISOLATED SPACES

At the beginning of each season, players and parents/guardians need to know about the rules and regulations regarding use of the facility. These regulations may include:

- Areas of the facility which are "off limits" to athletes - storage closets, shower rooms for younger players (those who would require supervision in the shower), dark or hidden spaces, such as under or behind bleachers, darkened hallways, unlit rooms, personnel offices, etc.
- Use of the "buddy system"; players should always have a peer athlete with them when in the facility. *e.g. — Take a "buddy" when going to use toilet facilities, especially when the facilities are isolated from a regular pedestrian traffic area.*
- Parents/guardians should never leave their child unsupervised in the facility, nor should they leave their child alone with a single personnel member (use the two-deep supervision system).

SPORT AND TRAINING FACILITIES

- The facility should be well-lit, appropriately heated, maintained and regularly cleaned in order to ensure an acceptable level of safety.
- Utilities for players must be kept to safe standards. *e.g. — Water should be heated to an appropriate and safe temperature - tap water should not exceed 50 degrees Celsius.*
- Visible signs should be posted throughout the facility regarding the conduct required by players and personnel to ensure safety. *e.g. — A "No running" sign on swimming pool decks or "Weights must only be used in the presence of a spotter" in the weight room.*
- Participants and personnel should not use facilities for any purpose other than the intended sport activities.
- Participants who are minors should never use facilities without the supervision of a personnel member and/or qualified trainer or safety person.

- Participants who are minors should never be left waiting in a facility without the supervision of their parent/guardian or a personnel member with two-deep supervision.
- Participants, personnel and parent/guardians are expected to follow all safety and conduct rules of the facility. Anyone who breaches any rules of the facility may be subject to discipline by the facility personnel or sport organization personnel.
- A facility telephone must be accessible to personnel and players at all times. In the event of an outdoor facility, (e.g. — a park or outdoor ice rink), signs should be posted regarding the location of the nearest telephone. The telephone should be no more than .5 km away, and should be available for public use.
- Ideally, there should be a telephone or intercom in every major room in a facility.
- If having a telephone at the facility is impossible, personnel should either have a cellular phone or should have a “runner” accompany the team during sport activities.
- An agreement regarding access to the premises during sports activities may be negotiated between the owner/operator of the premises and the local sports organization before use of the facility commences.
- Regulations, signs and enforcement by facility personnel which regulate access to certain areas of the premises may suffice. *e.g. — A sign on locker room doors which says “Players only”.*
- Access to the facility and activities should be clearly posted. *e.g. — A rule which states “Friends are welcome at games/competitions, but only athletes and their parent/guardians may attend practices”.*
- Local sport organizations and the facility should have a clear schedule as to when the facility will be in use by each team, personnel member or athlete. Any changes should be reported to both the local organization and the facility.
- Any individual who is seen as behaving inappropriately or dangerously should be monitored by facility personnel and sport personnel; if necessary, ask the person to leave.
- Athletes should park their cars under or as close to lights as possible. They should walk to cars in groups of at least two.

EQUIPMENT

- All sports equipment provided by the facility must be properly maintained to comply with the safety standards of the sport organization and of the governing building codes.
- Equipment which is no longer used due to faultiness or broken parts should be discarded or stored out of reach of players.
- All equipment used by players and personnel must be properly maintained and fit the players according to safety standards of the sport organization or of the governing manufacturer / consumer body.

PREVENTION GUIDELINES FOR TRAINING

Coaches are always attempting to determine the optimal training stress to advance their players to better performance. This ideal level of training “stress” without reaching the level of “distress” is one of the greatest challenges in coaching. In an attempt to find the preferred training level, the coach should always place the player’s best interests first. When a coach introduces a training stimulus that causes “distress”, the coach has entered on the continuum that starts with punishment moves to bullying and/or harassment and may end up as abusive.

GUIDELINES:

- Exercise should not be used as a form of punishment.
 - After a loss, a coach should not make the athletes run behind the bus as a form of punishment or in intense heat
- Exercise implemented by a coach should follow accepted training methods for the player’s age, gender, level of fitness, and ability or disability.
- The training load/volume should be increased in a progressive fashion, with no abrupt changes.
 - Exercises should not harm the player, predispose them to overuse injuries or put them at undue risk of injury.
 - Withholding water puts players at risk of dehydration
 - Using unsafe equipment or training practices
- Exercises should not aggravate an injury, illness, disease, or disability.
- Exercises performed in practice should not break the rules/laws of the sport or game.
- Exercises should not exceed the player’s abilities.
 - Getting the player to squat 500 pounds
- The exercises should be discussed with the player, with the player understanding both the purpose of the exercise and the expected stress and fatigue of the exercise.
 - Expecting your novice team to play a neutral zone trap.
- The player should be able to stop participating in any exercise if he or she chooses to do so.

EXAMPLE #1:

A novice athlete is late for his or her first practice. The coach in an attempt to discipline the athlete and set a precedent, instructs the athlete to skate the circles for 10 minutes prior to joining the rest of the team for practice.

What is wrong?

This coach has started to misuse his or her power.

- exercise should not be a punishment
- the athlete should be allowed to warm-up properly
- if this is the first practice, the athlete's ability is unknown; the "punishment" may exceed the athlete's abilities
- the purpose of skating the circles for 10 minutes is not explained to the athlete, although 10 minutes of skating the circles is probably beneficial to a novice player; the purpose of this exercise is simply to punish the athlete for being late
- the athlete should be able to stop the exercise and still join the practice

To correct this situation, the coach could do the following:

- determine why the athlete was late
- indicate that since the athlete is late, he or she must work on skills individually for 10 minutes prior to participating in the team practice, in order to warm-up properly and to complete the drills completed by his or her teammates prior to his or her arrival
- indicate to the athlete that a coach will work with him or her on skating the circles for 10 minutes
- if the athlete is unable to complete the exercise the coach should instruct him or her to join the practice but should be advised that he or she needs to improve in this area

EXAMPLE #2:

A 15 year old player starts mid-way through the season with a competitive hockey club. The coach starts the player with her appropriate age group, a team which skates heavily at the start of each practice. After the second practice the player tells the coach that her knee is so sore she can barely walk. The coach instructs the athlete to continue to practice as this is “normal, if you want to be a competitive hockey player.”

What is wrong?

The athlete should not be forced to play with an “injury”.

- undue risk of further injury
- inappropriate training load/volume of athlete not previously trained at this level

To correct this situation, the coach should do the following:

- Determine previous training level and fitness of athlete.
 - when athlete states, “sore shoulders”, the coach needs to evaluate the extent of the injury.
- The athlete should not be forced to skate with an “injury”.

Sport organizations and facility owners need to adopt a common sense approach to issues of safety and risk reduction for athletes and personnel. Adopting thoughtful, proactive strategies and policies to prevent injury and to standardize appropriate conduct must be a primary concern in all areas of sport administration. The value behind the safety of children and youth must be reflected in the facilities provided for their enjoyment of sports.

