



Dutch Connections FC

DCFC ACADEMY POLICIES



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CODES OF CONDUCT

All DCFC Academy Code of Conduct policies are based on the Ontario Soccer and [Canadian Soccer Code of Conduct and Ethics](#).

DCFC Academy Code of Conduct for Players

Obligations toward the Game

A player should:

1. Make every effort to develop their own sporting ability, in terms of skill, technique, tactics and stamina.
2. Give maximum effort and strive for the best possible performance during a game, even if the team is in a position where the desired result has already been achieved.
3. Set a positive example for others, particularly young players and supporters.
4. Avoid all forms of gamesmanship and time-wasting.
5. Always have regard to the best interests of the game, including others involved in the game, and when publicly expressing an opinion on the game and any particular aspect of it.
6. Not to use inappropriate language.

Obligations towards the Team

A player should:

1. Make every effort consistent with Fair Play and the Laws of the Game to help the team win.
2. Resist any influence that might, or might be seen to, bring into question commitment to the team winning.

Respect for the Laws of the Game and Competition Rules

A player should:

1. Know and abide by the laws, rules and spirit of the game, and the competition rules.
2. Accept success and failure, victory and defeat, equally.

Respect towards Opponents

A player should:

1. Treat opponents with due respect at all times, irrespective of the result of the game.
2. Safeguard the physical fitness of opponents, avoid violence and rough play, and help injured opponents.

Respect towards the Referees

A player should:

1. Accept the decision of the Referee without protest.
2. Avoid words or actions that may mislead a Referee.
3. Show due respect towards the Referee.



Respect towards Team Officials

A player should:

1. Abide by the instructions of their Coach and Team Officials, provided they do not contradict the spirit of this Code.
2. Show due respect towards the Team Officials of the opposition.

Obligations towards the Supporters

A player should:

1. Show due respect to the interests of supporters.

DCFC Academy Code of Conduct for Parents/Guardians & Spectators

Parents/Guardians and Spectators expectations and attitudes have a significant bearing on a child's attitude towards:

- Other Players
- Referees
- Managers
- Spectators

The Academy will ensure that parents/guardians & spectators within the club adhere to the [CANADA SOCCER GUIDE TO SAFETY](#) and will encourage parents/guardians & spectators to:

- Always be positive and encouraging towards all of the players
- Avoid coaching the child during the game
- Not to shout and scream
- Respect the Referee's decisions

DCFC Academy Code of Conduct for Coach/Manager

A Coach/Manager must:

1. Be committed to improve the performance of the players and the team physically and mentally.
2. Provide a high quality soccer program for players with a positive atmosphere.
3. Be thoroughly acquainted with FIFA Laws of the Game and they must keep attuned to the sound principles of coaching.
4. Treat everyone with Respect, including but not limited to, players, officials, opponents and spectators.
5. Encourage players to win within the laws of the game.
6. Be enthusiastic and positive. They must ensure that they are generous with praise when deserved.
7. Maintain the high standards of personal conduct and fair play.
8. Never be involved in any circumstances that are offensive or inappropriate.

The Academy will ensure that Coaches and Managers are made aware of and agree to adhere to the Code of Conduct for Coaches and Managers.



DCFC Academy Code of Conduct for the Protection of Children

The DCFC Academy has developed the following Child Protection Code of Conduct to guide our employees/volunteers in their interactions with children. The safety, rights and well-being of the children we serve are at the core of our programs. We nurture supportive relationships with children while balancing and encouraging appropriate boundaries.

Why is a Child Protection Code of Conduct important?

Our organization is committed to ensuring all children are protected and safe. The safety, rights and well-being of children participating in our programs is a priority in our daily operations. The intent of the Code of Conduct is to guide our staff/volunteers in developing healthy relationships with the children involved in our programs and to model appropriate boundaries for children.

Treating Children with dignity and maintaining boundaries

All staff/volunteers must:

- Treat all children with respect and dignity.
- Establish, respect, and maintain appropriate boundaries with all children and families involved in the club programs.

It is important to monitor your own behaviour towards children, and pay close attention to the behaviour of your peers to ensure that behaviour is appropriate and respectful, and will be perceived as such by others. All of your interactions and activities with children:

- Should be known to, and approved by the club and the parents of the child
- Tied to your duties, and
- Designed to develop the child's skills in the program

Always consider the child's reaction to any activities, conversations, behaviour or other interactions. Examples of unacceptable behaviour toward a child:

- embarrassing
- shaming
- blaming
- humiliating
- putting them down



General Rules of Behaviour

Staff/volunteers of the organization must not:

- Engage in any sort of physical contact with a child that may make the child or a reasonable observer feel uncomfortable, or that may be seen by a reasonable observer to be violating reasonable boundaries.
- Engage in any communication with a child within or outside of duties with the child, that may make the child uncomfortable or that may be seen by a reasonable observer to be violating reasonable boundaries.
- Engage in any behaviour that goes against, or appears to go against, the organization's mandate, policies, or Code of Conduct to Protect Children.
- Conduct their own investigation into allegations or suspicions of potentially illegal or inappropriate behaviour – it is a staff/volunteer's duty to report the matter to the designated person, Child Welfare Agency, or law enforcement, not to investigate.

What Constitutes inappropriate Behaviour

Inappropriate behaviour includes:

1. **Inappropriate Communication** - Communication with a child or his/her family outside of the context of duties for the organization, regardless of who initiated the exchange. For example:
 - Personal phone calls or letters not tied to duties with the child.
 - Electronic communications (email, text message, instant message, online chats, social networking including "friending", etc.) not tied to duties with the child.
 - Excessive communications (online or offline).
2. **Inappropriate Contact** - Spending unauthorized time with a child outside of designated duties with the organization.
3. **Favouritism** - Singling out a child or certain children and providing special privileges and attention. For example, paying a lot of attention to, giving or sending personalized gifts, or allowing privileges that are excessive, unwarranted or inappropriate.
4. **Taking Personal Photos/Videos** - Using a personal cell phone, camera or video to take pictures of a child, or allowing any other person to do so, as well as uploading or copying any pictures you may have taken of a child to the Internet or any personal storage device. Pictures taken as part of your job duties are acceptable, however, the pictures are to remain with the organization and not be used in a personal capacity.

Inappropriate behaviour also includes:

1. Telling inappropriate jokes to a child, or making comments to a child that are or is in any way suggestive, explicit or personal.
2. Showing a child material that is sexual in nature, including, signs, cartoons, graphic novels, calendars, literature, photographs, screensavers, or displaying such material in plain view of a child, or making such material available to a child.
3. Intimidating or threatening a child.
4. Making fun of a child.

Whether or not a particular behaviour or action constitutes inappropriate behaviour will be a matter determined by the organization having regard to all of the circumstances, including past behaviour, and allegations or suspicions related to such behaviour.



Reporting Requirements

All staff and volunteers must report suspected child sexual abuse, inappropriate behaviour or incidents that they become aware of, whether the behaviour or incidents were personally witnessed or not.

Where to report:

1. All allegations or suspicions of potentially illegal behaviour (for example, child sexual abuse) that a staff/volunteer witnesses first-hand, must be promptly reported to police and/or child welfare.
2. To ensure the protection of all children in our care, all allegations or suspicions of potentially illegal behaviour that a staff/volunteer learns of must also be promptly reported to police and/or child welfare. Police and/or child welfare will make the determination as to whether the allegation or suspicion requires further investigation.
3. All allegations or suspicions of inappropriate behaviour (see above examples), that a staff/volunteer learns of or witnesses first-hand, must be reported to the designate within the Academy.

Keep in mind that you may learn of potentially illegal or inappropriate behaviour through the child or some other third party, or you may witness it first-hand. Examples of the type behaviour you may learn of or witness and that you must report as set out above includes:

- Potentially Illegal behaviour by a Staff/Volunteer of the organization.
- Potential Illegal behaviour by a third party, such as a Parent, Teacher, Babysitter, Coach.

If you are not sure whether the issue you have witnessed or heard about involves potentially illegal behaviour or inappropriate behaviour, discuss the issue with the designated person within the Academy who will support you through the process. You have an independent duty to report all suspicions of potentially illegal behaviour directly to police and/or child welfare.



INJURY ASSESSMENT AND RETURN TO PLAY POLICY

All injuries requiring an athlete to be removed from the game or training session, shall be assessed and treated by team personnel certified in First Aid and communicated to the parent/guardian (if required).

If a coach/manager have found that a player has been injured on field or away from the field and will be missing games and training due to an injury that will need doctors care, a Doctor's note must be presented to allow the player back on field.

A doctor's note can be from a physician or registered physiotherapist and be on a Doctor's letterhead/prescription and be signed. The Doctor's note must be submitted to the coach who will submit this to Admin to be kept on file.

A Doctor's Note must be provided in the following circumstances:

1. All players that have been injured during DCFC games or training sessions and that require a physician's attention.
2. All players that have been injured away from DCFC games or training sessions and that require a physician's attention.
3. A Doctor clearance note is required for any sickness such as Mono, any operations, any dental work (tooth removal) or any other physician involved absence.

DUTCH CONNECTIONS FC INSURANCE

HKMB HUB is the insurance broker responsible for arranging the insurance program for Ontario Soccer and its members.

All DCFC members (players, coaches, and managers) are covered through the Ontario Soccer Insurance Program if they suffer a covered injury while participating in an Ontario Soccer sanctioned activity.

This Ontario Soccer accident insurance is meant for members who do not have access to another health insurance plan or to supplement existing health insurances. Note: it is considered a "secondary insurance".

If you are injured, you should complete an Accident Claim form. The claim form also has to be signed by the attending physician as well as a signing officer of DCFC and should then be forwarded to Chubb Life Insurance Company of Canada, as per instructions on the claim form.

Information on HUB can be found at the following link: [HKMB HUB](#)
Accident Claim Form: [CLICK HERE](#)



CONCUSSION POLICY

All active members of Dutch Connections FC shall have a Concussion Management Plan for registered players and their families. The plan shall include, but is not limited to, the following:

1. Annually ensure players, with their parent(s)/ guardian(s) if the player is under the age of 18, are educated about the signs and symptoms of concussions. Players, with their parent(s)/ guardian(s) if under the age of 18, must acknowledge that they have received information about the signs and symptoms of concussions and that they have a responsibility to report concussion-related injuries and illnesses to an independent medical professional.

All Players and Parents when registering for each season must read and sign that they understand the Concussion Protocol Guide in the DCFC Sportsengine registration system. This guide is based on the [Concussion Protocols of Soccer Canada](#) and [Ontario Soccer Guidelines](#).

2. Ensure players, with their parent(s)/ guardian(s) if the player is under the age of 18, who exhibits signs, symptoms or behaviours consistent with a concussion shall be removed from athletic activities (e.g., competition, practice, or physical conditioning sessions) and assessed by an independent medical professional with experience in the evaluation and management of concussions.
3. Requires medical clearance for a player, with their parent(s)/ guardian(s) if the player is under the age of 18, diagnosed with a concussion to return to athletic activity (e.g., competition, practice, or physical conditioning sessions) as determined by the independent medical professional
4. Requires players, with their parent(s)/ guardian(s) if the player is under the age of 18, diagnosed with a concussion to provide written evidence of medical clearance to the team's coach and also the local club, youth district, or adult league before returning to athletic activity (e.g., competition, practice, or physical conditioning sessions)

FIFA 11+

DCFC routinely incorporates the FIFA 11+ warm up guide into team warm ups to reduce on and off field injuries. 11+ is a complete warm-up program to reduce injuries among male and female football players aged 14 years and older. Teams that performed 11+ at least twice a week had 30–50% less injured players. The program should be performed, as a standard warm-up, at the start of each training session at least twice a week and takes around 20 minutes to complete. Prior to matches only the running exercises (parts 1 and 3) should or may be performed. [Please see the FIFA11+ Guidelines.](#)



PLAYER EQUIPMENT POLICY

Dutch Connections FC abides by the [CSA Law 4 Guidelines in Ontario](#).

This includes, but is not limited to, ***the wearing of Casts*** as stated below:

Hard plaster casts are considered to pose a danger to both the wearer and other players and are not permitted to be worn.

The practice of padding a hard plaster cast does not reduce the element of danger.

Players wearing a soft, lightweight, cast will be permitted to play if the cast does not present a danger to the individual or any other player.

Any player who uses a cast to intimidate or injure an opponent shall be cautioned or sent off depending on the nature of the player's action.

SEVERE WEATHER POLICY

Dutch Connections FC abides by the [Canadian Soccer Associations Lighting Safety/Severe Weather Policy](#):

The safety of players, coaches, management and spectators is the primary concern in any weather event that occurs during all DCFC activities. If you can hear thunder, you can get hit by lightning. As soon as you hear thunder, quickly get to a safe location. More people are struck before and after a thunderstorm than during one. Stay inside for 30 minutes after the last rumble of thunder.

During matches, the referee has the final say over delaying or restarting a match due to weather. Waiting to stop play or not waiting to start play may result in a serious injury or loss of life. Referees are expected to act responsibly when dealing with such events during matches they are Controlling.



THE RULE OF TWO POLICY

The DCFC Academy Rule of Two Policy is based on the Rule of Two criteria in the [CANADA SOCCER GUIDE TO RULE OF TWO](#)

The Rule of Two policy is designed to protect both the child in the situation in question as well as the staff member with responsibilities relating to the child. It states that there will always be two screened and NCCP trained or certified coaches with an athlete, especially a minor athlete, when in a potentially vulnerable situation. This rule serves to protect minor athletes in potentially vulnerable situations by ensuring that more than one adult is present, and also protect the adults in the situation to prevent misunderstandings, or unverifiable accusations made in regard to the adult.

Vulnerable situations can include interactions between a Person in Authority and an individual athlete in any room where there is a reasonable expectation of privacy. These include places such as the locker room, meeting room, washroom, or changing area. A second Person in Authority should be present for all necessary interactions in any such room. One-on-one interaction between a coach and an athlete, without another individual present, must be avoided in all circumstances except in medical emergencies. One of the coaches is also required to be of the same gender as the athlete.

If NCCP-trained or certified coaches are not available, screened volunteers (such as managers, support personnel, chaperons, and Directors of the club or organization) should be available instead. If screened volunteers are not available, parents of other athletes should be asked to temporarily substitute. If another adult is not available, there should always be more than one athlete with the coach (this is the lowest standard and is not recommended).

All allegations or suspicions of inappropriate behaviour that a player, staff member, parent or volunteer learns of, or witnesses first-hand, must be reported to the Coach of the Team in question, or in the absence of the coach, the Academy Administrator.

Discipline Policy

The DCFC Academy follows the Ontario Soccer Discipline guidelines as found on the [Ontario Soccer Website](#)

Parents/Guardians - Parents/Guardians must adhere to the Code of Conduct for Parents/Guardians. Any incident reported will require the Parent to meet with Academy Management.

Coaches - Incident reports involving Coaches will be investigated and dealt with by the Academy. All submitted reports must be signed. Anonymous complaints will not be considered.

Leagues - Leagues have their own discipline procedures. The DCFC Academy will offer support to all Players or Coaches that have reached a hearing stage with the Discipline Committees of those leagues.



PRIVACY POLICY

Dutch Connections FC is committed to controlling the collection, use and disclosure of the personal information provided by our members. "Personal information" is personally identifiable information such as your name, residential address and email address. Personal information is collected by our Academy only when you specifically and knowingly choose to provide it, as when you register with our teams or programs. Publicly available information, such as public directory listing of your name, address, telephone and electronic address is not considered personal information.

Personal information is used for registration purposes with The OSA, CSA and leagues in which you or your child participate or to communicate with you should the need arise.

Unless you specifically authorize us to release your personal information, or release is required or permitted by law, Dutch Connections FC will not sell, lease or trade your personal information to other third parties.

EQUALITY POLICY

The aim of this policy is to ensure that everyone is treated fairly and with respect and that Dutch Connections FC is equally accessible to all.

DCFC is responsible for setting standards and values to apply throughout the Academy at every level. Soccer belongs to and should be enjoyed by anyone who wants to participate in it. Our commitment is to confront and eliminate discrimination whether by reason of gender, sexual orientation, marital status, race, nationality, ethnic origin, colour, religion or belief, ability or disability and to encourage equal opportunities.

Dutch Connections FC, in all its activities will not discriminate, or in any way treat anyone less favourably, on grounds of gender, sexual orientation, marital status, race, nationality, ethnic origin, colour, religion or belief, ability or disability. It means that Dutch Connections FC will ensure that it treats people fairly and with respect and that it will provide access and opportunities for all members of the community to take part in, and enjoy, its activities. DCFC will not tolerate harassment, bullying, abuse or victimization of any individual, which for the purposes of this policy and the actions and sanction applicable is regarded as discrimination. This includes sexual or racially based harassment or other discriminatory behaviour, whether physical or verbal.

Dutch Connections FC is committed to a policy of equal treatment of all members and requires all members to abide and adhere to these policies and the requirements of the Declaration of Expectations for Fairness in Sport (the London Declaration) 2001, Canadian Human Rights Act 1985 and Employment Equity Act 1995 as well as any amendments to these acts and any new legislation.



SHOW YOUR RESPECT POLICY

Dutch Connections FC is committed to promoting positive behaviour on and off the soccer field through the support of Coaches, Parents, Players, Volunteers and Officials.

Respect is the responsibility of each participant in soccer. DCFC seeks to create an environment that is both safe and enjoyable for all who take part through the enforcement of the OSA's Show Your Respect initiatives:

- Codes of Conduct for Players, Coaches, Parents/Spectators and Officials
- Respect in Soccer Certification Program (mandatory for all competitive coaches)
- Standard Discipline Procedures

All members of DCFC are required to adhere to this policy of respect and will abide by the standards established in the Academy's Codes of Conduct and discipline policies as per Respect Training in the [CANADA SOCCER GUIDE TO SAFETY](#)

ZERO TOLERANCE POLICY

Any coach, parent/guardian or spectator deemed guilty of abusive conduct toward a referee during a game will be reprimanded in writing. A second conviction, during the same season will result in the member being restricted from all services rendered by the Academy including attendance at all soccer activities within the Academy.

Policy Procedures

The DCFC Academy follows the Ontario Soccer's Operational Procedures Section 12.0 Discipline guidelines as found on the [Ontario Soccer Website](#).



SOCIAL MEDIA POLICY

Teh DCFC Academy has an established social media and e-mail policy that is aligned with the Academy's personal information policy.

The Academy recognizes the importance of social media as a tool for engaging its supporter base. This policy has been designed to protect both the interests and reputation of the Academy in addition to that of its stakeholders.

The DCFC Social Media Policy includes, but is not limited to, the use of Twitter, Facebook, YouTube, Instagram, Snapchat and Academy websites. This policy applies to full time staff, part time staff, casual staff, directors, contractors and volunteers. The Academy is not seeking to restrict use of social media but to create clear lines between private and Academy material and to set guidelines where material relates to the Academy.

General Guidelines

1. Only authorized personnel may speak on behalf of DCFC.
2. The use of Dutch Connections FC email accounts shall be used for the distribution of information between staff and others within the organization. There shall be no use of DCFC email for personal use.
3. Academy information must be released through the official Academy social media accounts before others can publish such information through their individual accounts.
4. Social Media should not be used for posting or exchanging information that has potential to embarrass or bring DCFC or related parties into disrepute.
5. Social Media should not be used for communicating confidential or competitively/commercially sensitive information without express permission from the Academy.
6. Social Media should not be used for the posting of photos of DCFC events or individuals without the permission of the Academy.

General Advice

1. Use common sense and good judgment. The statements posted on social media will become public information. Any statement made could have an impact on you and the Academy's reputation.
2. Do not publish anything on social media that you would not say to a member of the public.
3. You are accountable for your actions and what you communicate via social media.
4. DCFC Staff and Coaches who are unsure whether or not they are authorized to publish opinions or views of the Academy should contact Academy Management.



Players, Coaches & Managers within the DCFC Academy

The use of social media to engage in improper conduct is expressly prohibited by DCFC. Any language deemed to be inappropriate which may include but is not limited to harassment, explicit or threatening language, sexual, racial or ethnic slurs or any type of cyber bullying directed at another player, coach, manager or parent is expressly prohibited by DCFC. Dutch Connections FC has zero tolerance for any infractions of this policy and actions seen to violate this policy shall be enforced. Should a specific incident occur, DCFC will take specific corrective action which may include a verbal/written warning, suspension or expulsion from Dutch Connections FC.

Personal Communication Devices

DCFC asks that players, coaches and managers refrain from utilizing personal communication devices within dressing rooms located in any location in which DCFC members are competing. The Academy also asks that players, coaches and managers refrain from the use of personal communication devices while driving and ask that hands free devices be utilized while in your car or simply pull over to complete any calls which may be required.

Non Compliance

DCFC will continuously monitor the use of its information technology system to ensure compliance with this policy. Employees who fail to comply with this policy may be the subject of disciplinary action including termination of employment.

It is the expectation of Dutch Connections FC that employees, contractors and volunteers will promptly advise the management of any facts or circumstances which may suggest a breach of the policy. This may include taking prompt action to remove the offending material if possible.

Volunteers should also be aware that the inappropriate or unlawful use of social media may expose the volunteer to personal legal liability. DCFC will not be held liable for the acts and omissions of volunteers in breach of policy. In circumstances where a volunteer fails to comply with this policy, they may be asked to discontinue their association with Dutch Connections FC.



ANTI BULLYING POLICY

Physically and Emotionally Supportive Environment

The DCFC Academy Physically and Emotionally Supportive Environment Policy is based on [CANADA GUIDE TO SOCCER SAFETY "AntiBullying" Policy.](#)

In compliance with the Canada Soccer Association's [CANADA GUIDE TO SOCCER SAFETY](#), Dutch Connections FC is a strong believer in the anti-bullying and anti-discrimination environment it has worked so hard to maintain. We more than anything want to create a safe sporting environment for children at every level and wherever they participate. We also take seriously our responsibility to safeguard any minors in our care at all times, and recognize that an emotionally supportive environment, not just physically, is imperative for the healthy development of an athlete.

Bullying is the severe or repeated use of oral, written, electronic or other technological expression, image, sound, data or intelligence of any nature (regardless of the method of transmission), or a physical act or gesture, or any combination thereof, directed at another individual that to a reasonably objective person has the effect of:

1. Causing physical or emotional harm to the other person or damage to the other person's property;
2. Placing the other person in reasonable fear of harm to himself/herself or of damage to his/her property;
3. Creating a hostile environment for the other person at any soccer activity;
4. Infringing on the rights of the other person at any soccer activity; or
5. Materially and substantially disrupting the orderly operation of any soccer activity

The objectives of the Anti-Bullying Policy are:

1. To make it clear that bullying will not be tolerated in any form.
2. To define bullying and educate all coaches, team personnel, athletes, and parents about the types of behaviour that constitute bullying.
3. To inform all coaches, team personnel, athletes, and parents that there is a policy and protocol, should any bullying issues arise.
4. To make clear the responsibility of the organization and coaches, team personnel, athletes, and parents to report bullying.
5. To spread the word that bullying is taken seriously and that all athletes can be assured that they will be supported when bullying is reported.

The bullying or harassment of any player, coach, parent or staff member of DCFC is not to be tolerated under any circumstance.



ANTI DOPING POLICY

Dutch Connections FC fully supports the anti-doping initiatives of the Canadian Centre For Ethical Sport (CCES), the Canadian Anti-Doping Program (CADP), the CSA, the OSA and FIFA. Club coaches and administrators are encouraged to bring the topic of doping and ethical sport into their team conversations and monitor overall behaviour. The following links offer valuable resources that are to be shared and discussed among coaches, players and parents.

THE CANADIAN CENTRE FOR ETHICAL SPORT

Canadians want sport to be ethical and fair for all athletes. The CCES is the custodian of Canada's anti doping initiative – working to create an environment that matches the expectations of Canadians. To contribute to values-based sport for Canadians, and to help level the global playing field, the CCES manages the Canadian Anti-Doping Program (CADP), which is the set of rules that govern doping control in Canada. Compliant with the World Anti-Doping Code and all international standards, the CADP describes how the program is carried out and details the process of results management. It also sets the education standard for values-based sport in Canada. <http://cces.ca/>

THE CANADIAN ANTI-DOPING PROGRAM

The Canadian Centre for Ethics in Sport (CCES) is the custodian of the Canadian Anti-Doping Program (CADP); the set of rules that govern anti-doping in Canada. The CADP consists of several components such as in- and out-of-competition testing, education, medical exemptions, and the consequences of doping violations. The CADP is compliant with the World Anti-Doping Code and all international standards.

<http://cces.ca/canadian-anti-doping-program>

THE CANADIAN SOCCER ASSOCIATION

The CSA has adopted the CADP which means that you can be confident that you are part of a world-class anti-doping program that is designed to protect athletes' rights and ensure a level playing field. The Canadian Soccer Association's anti-doping policy reflects and supports the CADP.

<http://www.canadasoccer.com/the-canadian-anti-doping-program-p151943>

FIFA

FIFA has a clear vision: to keep football free of doping. It is FIFA's duty to protect players from harm and ensure that footballers can compete on an even playing field. Since FIFA is dealing with ambitious and independent individuals, its anti-doping strategy relies on education and prevention. FIFA respects the dignity and private life of each player who is subject to testing.

<http://www.fifa.com/development/medical/anti-doping/index.html>



Canada Soccer Association

Canada Soccer Guide to Safety
Achieving accessibility Brochure
Canadian Soccer Rule of Two policy

Canadian Centre for Child Protection

Reporting Sexual Abuse and Misconduct Policy
Guidelines for Adults Interacting with Children
Steps for Reporting Inappropriate Conduct
Steps for Reporting Child abuse

ACKNOWLEDGEMENT: All Dutch Connections FC Policies are based on The Canadian Soccer Association Policies and the links that DCFC has incorporated into its Policies and Procedures are recommended by the Ontario Soccer Association.

CANADA SOCCER GUIDE TO SAFETY

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SECTION I: INTRODUCTION

Canada Soccer believes that every individual involved in soccer deserves the opportunity to participate safely. Children, in particular, have a right to participate in sport in a safe and enjoyable environment. The Canada Soccer Guide to Safety (the Guide), as an element of the Canada Soccer Club Licensing Program, presents information, best practices and principles, and guidance to support safe environments and participation.

The Guide is divided into sections, designed to cover all elements of safety both on and off the field of play, including Codes of Conduct, Child Protection, the Responsible Coaching Movement, Anti-Doping, Injury and Return to Play, Facility and Equipment Safety, and Psychological Safety. In addition, it provides resources to support key stakeholders; Coaches and Program Leaders, Parents, and Children, as well as templates, tools, and samples for organizations, to create safe environments.

Using the Guide

This guide focuses on best practices that can help member organizations to ensure a safe environment for all participants both on and off the field. The Guide is supported by and coordinated with other Guides relating to Governance, Management and Operations, and Accessibility & Inclusion. To that end, this Guide should be studied and applied in tandem with these other Guides, with which there is some interface and mutually-inclusive overlap.

Finally, note that this Guide is not an instruction manual or policy document! It is a genuine guide, aimed at helping member organizations be the best they can be, providing positive experiences for their players, coaches, match officials and volunteers. Whether an organization is striving to reach a higher level of Club Licence classification or not, Canada Soccer encourages all members to follow the principles, directions and standards laid out purely for their own benefit, and at their discretion.

Thank you for taking the time to read this Guide and for your commitment and contributions to soccer in Canada. We hope it is of help to you in your efforts to build great soccer organizations around the country!

SECTION II: CODES OF CONDUCT

A Code of Conduct is a set of rules outlining the social norms, responsibilities of, or proper practices for, an individual, group, or organization. It helps to set a standard for the participants, staff, volunteers, and stakeholders so that they know what is expected of them in that environment.

Canada Soccer has a Code of Conduct and Ethics that applies to all members and stakeholders. Most PTSOs will also have a Code of Conduct or similar that would be applicable to those under its jurisdiction. Clubs may also wish to establish a Code of Conduct for coaches, team personnel, volunteers, players, and/or parents.

Canada Soccer Code of Conduct and Ethics

The purpose of the Canada Soccer Code of Conduct and Ethics is to ensure a safe and positive environment (within Canada Soccer's programs, activities, and events) by making individuals aware that there is an expectation, at all times, of appropriate behaviour consistent with Canada Soccer's core values. Canada Soccer supports equal opportunity, prohibits discriminatory practices, and is committed to providing an environment in which all individuals are treated with respect.

This Code applies to Officials, Athlete Members, Life Members, players and individuals employed or engaged by Canada Soccer. The Code also applies to the Directors of the Provincial / Territorial Association Members, Professional Club Members or League Members or any other individuals who perform duties on behalf of these Members when the Members are engaged in soccer-related activities sanctioned by Canada Soccer.

This Code focuses on the conduct of actions on and off the field of play. Any breach of this Code will be addressed as described in the [Canada Soccer Disciplinary Code](#).

The Canada Soccer Code of Conduct and Ethics outlines Responsibilities of members and stakeholders, Integrity in Sport, Harassment, and Duty of Disclosure, Reporting and Cooperation.

Any behaviour prohibited by the [Canada Soccer Code of Conduct and Ethics](#) that is experienced or observed must be reported confidentially and in writing to discipline@canadasoccer.com.

Code of Conduct to Protect Children (adopted from Commit to Kids)

A Code of Conduct to Protect Children is the most important tool an organization will develop to help establish boundaries between adults/adolescents and children. It is a written overview of the organization's expectations regarding interactions with children, and it outlines that discipline will be enforced if expectations are not met. An organization should post its Code of Conduct and readily share it with everyone.

For additional information on developing a Code of Conduct to Protect Children, refer to the 10 Steps to Creating a Code of Conduct and Sample Code of Conduct to Protect Children Template in Section XIII.

SECTION III: CHILD PROTECTION

Soccer as a Safe Place and the Coach as a Trusted Adult

Research shows that a caring adult is the most important factor to ensuring a quality experience for children¹. For some young players, the soccer field may be one of the few safe places and, after the parent or guardian, a coach is one of the most influential people in a child's life. As such, coaches are in a unique position to be role models and mentors for young participants.

All coaches and individuals who work with children have a "duty of care" to the children with whom they work. A duty of care is a legal obligation which is imposed on an individual requiring adherence to a standard of reasonable care while performing any acts that could foreseeably harm others. Coaches are required by law to always act in the best interest of the individuals they coach and not act or fail to act in a way that results in harm. This obligation also includes a responsibility to role model appropriate boundaries and professional contact at all times.

Although child serving organizations have an obligation to ensure the safety of the children in their care, including appropriate screening and monitoring of all coaches, the vast majority of coaches are positive influences on and trusted adults in the lives of the young players they coach. As coaches work with children on a regular basis and many are able to establish a positive and healthy adult-child relationship with their players, a coach may be the person a child chooses to talk to about something happening in their life. In fact, studies have shown that children are more likely to disclose maltreatment to their coach than even their teacher.

In addition, a coach may be in position to be able to detect signs of maltreatment of children in their care.

Coaches must be able to recognize signs of maltreatment and know what to do when you feel that maltreatment has taken place. It is important that coaches know how to respond to a child in danger, and how to share information appropriately with those who can help. It is important to remember that even though a child could be displaying some or all of the signs of maltreatment, this doesn't necessarily mean that maltreatment is occurring. As a coach, if you see signs in a child that are worrying, it is not your responsibility to decide if maltreatment is occurring, but it is your responsibility to act on your concerns and do something about it. Under Canadian child welfare laws, if you know or suspect child maltreatment, you have a legal obligation to report it. This is known as the "duty to report". Every person in Canada has the duty to report known or suspected child maltreatment by law.

For additional information on reporting, please refer to "Reporting".

International Safeguards for Children in Sport

Children have a right to participate in sport in a safe and enjoyable environment. Their rights are enshrined in the United Nations Convention on the Rights of the Child. We now know enough from research and evidence to be clear that sport does not always take place with a focus on children's rights at its centre, or sometimes fails to fully consider the risks to children, leading to organizational cultures that don't allow for the discussion of harm and abuse (Brackenridge, Kay & Rhind, 2012).

There are also some risks to children and young people which are unique to sport such as the increased risks of all forms of abuse to elite young athletes. Many sport for development programs are provided to extremely vulnerable children who may be affected by violence and abuse in their daily lives and for whom sport should be a safe haven. We should all seek to ensure that sports provision to these young people takes place in safe environments.

A draft set of Standards (now called Safeguards) were developed by a partnership of organizations working together for the Beyond Sport Summit in London, 2012. These were further developed through an extensive piloting phase over the next two years. The finalized version of the Safeguards was launched at Beyond Sport in October 2014. They lay the foundations for a holistic approach to ensuring children's safety and protection in all sports contexts internationally.

The International Safeguards for Children in Sport aim to outline the things that should be put in place by any organization providing sports activities to children and young people. The Safeguards should be viewed as guides, which facilitate an organization's journey towards safeguarding children rather than an end in themselves. These Safeguards represent collective good practice at a point in time and will be subject to periodic review to ensure they reflect developments within safeguarding practice.

The Safeguards aim to:

- ▶ Help create a safe sporting environment for children wherever they participate and at whatever level;
- ▶ Provide a benchmark to assist sports providers and funders to make informed decisions;
- ▶ Promote good practice and challenge practice that is harmful to children;
- ▶ Provide clarity on safeguarding children to all involved in sport; and,

Are based on the following principles:

- ▶ All children have the right to participate, enjoy and develop through sport, in a safe and inclusive environment, free from all forms of maltreatment; bullying, abuse, harassment, violence, discrimination, neglect and exploitation

¹ HIGH FIVE Principles of Healthy Child Development

- ▶ Children have the right to have their voices heard and listened to. They need to know who they can turn to when they have a concern about their participation in sport
- ▶ Everyone, organizations and individuals, service providers and funders, has a responsibility to support the care and protection of young people
- ▶ Organizations providing sports activities to children and young people have a legal and moral duty of care for them
- ▶ There are certain factors that leave some children more vulnerable to abuse, and steps need to be taken to address this
- ▶ Children have a right to be involved in shaping safeguarding policy and practice
- ▶ Organizations should always act in the best interests of the child
- ▶ Everyone has the right to be treated with dignity and respect and not be discriminated against based on gender, race, age, ethnicity, ability, sexual orientation, beliefs, religious or political affiliation
- ▶ The processes and activities for the creation, development and implementation of safeguarding measures should be inclusive

As organizations review the Safeguards, they should consider the five-step approach, outlined below to facilitate their reflection on the current system and inform their efforts towards ensuring the safety of children.

1. Preparing for the journey — Raise awareness of the need to safeguard children
2. Preparing to implement — Reflecting on where you are now and prioritizing your next steps
3. Developing your Safeguard
4. Implementing your Safeguard
5. Embedding your Safeguard

For more information on developing safeguarding in your organization please visit:

http://www.sportanddev.org/en/toolkit/safeguarding_toolkit/

Safeguard 1: Developing your policy

What — Any organization providing or with responsibility for sports activities for children and young people under the age of 18 should have a safeguarding policy. This is a statement of intent that demonstrates a commitment to safeguard children involved in sport from harm and provides the framework within which procedures are developed.

Why — A safeguarding policy makes clear to all what is required in relation to the protection of children and young people. It helps to create a safe and positive environment for children and to show that the organization is taking its duty of care seriously. It also takes account of specific factors that may leave some children more vulnerable.

Criteria for Success:

- ▶ You have a safeguarding policy which is clearly written and easy to understand
- ▶ The policy clearly describes your understanding and definitions of all forms of maltreatment
- ▶ The policy covers your organization's commitment to safeguard children in all aspects of your work
- ▶ The policy is clear that all children have equal rights to protection
- ▶ This policy is officially endorsed by staff at the highest level of your organization
- ▶ Staff at the highest level of the organization have the responsibility to oversee the implementation of the policy
- ▶ All staff, volunteers, carers or other representatives have signed up to the policy
- ▶ Your organization has consulted with children, parents/carers and staff as part of the initial development and/or on-going review of your policy

Safeguard 2: Developing a system to respond to safeguarding concerns

What — Procedures describe the operational processes required to implement organizational policy and provide clear step-by-step guidance on what to do in different circumstances. They clarify roles and responsibilities, and lines of communication. Effective systems are required which help to process any complaints or concerns and support any victims of violence. You should build on existing systems and understand your role with regards to relevant national systems and legislation.

Why — For safeguarding to be effective, procedures have to be credible for children. Procedures help to ensure a prompt response to concerns about a child's safety or well-being. They also help you to comply with and implement legislation and guidance. Child maltreatment is distressing and can be difficult to deal with. Organizations have a duty to ensure that advice and support is in place to help people to play their part in safeguarding children.

Criteria for Success:

- ▶ There are clear procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child's safety or well-being, both within and external to the organization
- ▶ Your organization has arrangements in place to provide support to children, volunteers and staff during and following an incident, allegation or complaint
- ▶ There is an identified member of staff in your organization responsible for leading on safeguarding
- ▶ Your organization provides children and young people with information about their rights and about who they can turn to if they are worried, in a process which empowers them

- ▶ Your organization has made information available to children and their parents/caregivers, about what is likely to happen following a disclosure, in a format and language that can be easily understood by everyone
- ▶ Your organization has a process for dealing with complaints in a fair and transparent way, that includes an appeals process
- ▶ All incidents, allegations and complaints are recorded, monitored and stored securely
- ▶ Your organization has consulted with children, parents/caregivers and staff as part of the initial development and/or ongoing review of your response system

Safeguard 3: Advice and support

What — Arrangements made to provide essential information and support to those responsible for safeguarding children. Children and young people are advised on where to access help and support.

Why — You have a duty to ensure advice and support is in place to help people to play their part in safeguarding children such that they know who they can turn to for help.

Criteria for Success

- ▶ Contacts are established at a national and/or local level with relevant child protection agencies, NGOs and community groups providing support on child protection
- ▶ Your organization ensures that staff members with special responsibilities for keeping children safe have engagement with specialist advice, support and information
- ▶ Children are provided with advice and support on keeping themselves and one another safe
- ▶ Your system acknowledges that children with additional vulnerabilities (for example, a disability) may face extra barriers to getting help
- ▶ Parents/carers in the wider community are provided with information, advice and support on safeguarding children

Safeguard 4: Minimizing risk to Children

What — Measures to assess and minimize the risks to children.

Why — Some people, who work or seek to work in sport in a paid or voluntary capacity, pose a risk to children. Children are also at risk when placed in unsuitable places or asked to participate in unsuitable activities, including age-inappropriate activities, over-training and through unrealistic expectations being placed on them. It is possible to minimize these risks by putting safeguards in place.

Criteria for Success

- ▶ Risk assessments are available and conducted for activities, transport, accommodation and spaces
- ▶ Steps are taken to minimize any risks identified through a risk assessment
- ▶ If the risks are assessed to be too significant then the activity does not go ahead
- ▶ Training is available to help staff and volunteers recognize the additional risks some children are exposed to, because of their race, gender, age, religion, disability, sexual orientation, social background or culture

Safeguard 5: Guidelines on behaviour

What — Codes of conduct to describe what an acceptable standard of behaviour is and promote current best practice.

Why — Children's sport should be carried out in a safe, positive and encouraging atmosphere. Standards of behaviour set a benchmark of what is acceptable for all.

Criteria for Success

- ▶ Your organization has written guidelines for behaviour (codes of conduct) which contain statements about treating people with dignity, respect, sensitivity and fairness
- ▶ Your organization has guidance and expectations around activities that include time spent away from home, including placing children in the care of others and overnight stays
- ▶ Where organizations are involved in placing children in the care of others, frequent meetings are held with the child to discuss their experiences
- ▶ Your organization has guidance around working with children who have a disability
- ▶ Your organization has guidance around the appropriate use of information technology and social media to make sure that children are not put in danger and made vulnerable to exploitation
- ▶ Your organization has guidance on positive ways of managing the behaviour of children that do not involve physical punishment or any other form of degrading or humiliating treatment, and are age and gender appropriate
- ▶ Your organization has guidance on expected and acceptable behaviour of children towards others, particularly other children (for example, a learning agreement)
- ▶ Your organization has guidance on expected and acceptable behaviour of adults towards children
- ▶ There are clear consequences for not following the guidelines on behaviour that are linked to organizational disciplinary procedures

- ▶ The highest level of the organization has the responsibility to ensure that the guidelines are followed
- ▶ Your organization has consulted children, parents/ carers and staff as part of the initial development and/ or on-going review of your organization's guidelines on behaviour

Safeguard 6: Recruiting, training, and communicating

What — Recruiting appropriate members of staff, creating opportunities to develop and maintain the necessary skills and communicating regarding safeguarding.

Why — Everyone in contact with children has a role to play in their protection. They can only do so confidently and effectively if they are aware, have the necessary understanding of, and the opportunity to develop, practice and implement key skills. Organizations providing sporting activities for children have a responsibility to provide training and development opportunities for staff and volunteers.

Criteria for Success

- ▶ Job descriptions contain statements about treating people with dignity, respect, sensitivity and fairness.
- ▶ The recruitment process includes an interview, character/ employment references and a background check in line with local legislation
- ▶ All staff, volunteers and other relevant people have been trained on safeguarding and child protection, including how to report concerns
- ▶ The highest level of the organization has the responsibility to oversee the implementation of the training
- ▶ All staff, volunteers and relevant people with special responsibilities for safeguarding have access to regular additional training and specialist support
- ▶ Your organization has consulted with children, parents/carers and staff as part of the initial development and/or on-going review of your organization's recruitment, training and development

Safeguard 7: Working with Partners

What — Action taken by the organization to influence and promote the adoption and implementation of measures to safeguard children by partner organizations.

Why — A number of sports organizations have both a strategic and a delivery role in relation to children and young people. Where organizational partnership, membership, funding or commissioning relationships exist or develop with other organizations, the organization should use its influence to promote the implementation of safeguarding measures. The organization should provide or signpost support and resources in relation to implementing adequate safeguarding measures. The organization should actively promote the adoption of the International Safeguards for Children in Sport.

Criteria for Success

- ▶ Your organization has worked with partners/members to ensure that there are shared expectations around safeguarding
- ▶ Your organization has worked with partners/members to agree on how to share learning about making sport safer for children
- ▶ Your organization has shared written guidance on current best practice in relation to working with children (for example sharing the International Safeguards for Children in Sport)
- ▶ Your organization's safeguarding policy represents an essential part of any partnership/membership agreements
- ▶ Your organization publicizes information about your policy to your community, partners, and members
- ▶ Your organization works to sensitize your communities to the importance of safeguarding children

Safeguard 8: Monitoring and evaluation

What — The on-going monitoring of compliance and effectiveness, involving all relevant groups.

Why — Organizations need to know whether safeguarding is effective and where improvements and adaptations are needed or recognize patterns of risk.

Criteria for Success

- ▶ There are systems in place to monitor and evaluate the effectiveness of your organization's:
 - ▶ Policy
 - ▶ System for responding to safeguarding concerns
 - ▶ Advice and support
 - ▶ Systems to minimize the risks to children
 - ▶ Guidelines for behaviour
 - ▶ Recruitment, training and communication
 - ▶ Work with partners to safeguard children
- ▶ The highest level of the organization has the responsibility to oversee the implementation of the monitoring and evaluation system
- ▶ Your organization has consulted with children, parents/ carers and staff as part of the initial development and/or on-going review of your monitoring and evaluation system

Safeguarding athletes from harassment and abuse in sport — IOC Toolkit for IFs & NOCs

In addition to the International Safeguards for Children in Sport, the International Olympic Committee (IOC) has recently introduced its own toolkit designed to assist National Olympic Committees (NOCs) and International Federations (IFs) in the development of policies and procedures to safeguard athletes from harassment and abuse in sport. Although the toolkit targets NOCs and IFs, the intended audiences include

administrators, coaches, parents, and athletes involved in organized sport and presents a step-by-step guide to implementing a safeguarding policy, underpinned by case studies, research, best practice guidelines, templates, and an online course.

To increase the effectiveness and reach of an athlete safeguarding policy, organizations should consider the overall athlete safeguarding strategy, focused in three areas:

1. Development of policies and procedures
2. Prevention mechanisms
3. Management of reports of harassment and abuse

While these important focuses, amongst others, are presented in this Guide, the IOC Safeguarding Toolkit discusses them in a step-by-step manner. The full IOC Safeguarding Toolkit as well as additional information and resources are available at the following website:

<https://hub.olympic.org/athlete365/safeguarding/>

Commit to Kids

Child-serving organizations:

- ▶ Have an ethical and legal obligation to help protect the children they serve from victimization.
- ▶ Are at greater risk of attracting individuals who have a sexual interest in children as well as those with emotional/psychological issues that could result in harm to children.
- ▶ Have a greater responsibility to protect children from victimization.
- ▶ Must establish safeguards in the form of programs, strategies, policies, and protocols in order to prevent or stop abuse.
- ▶ Must keep the safety of the children they serve paramount. If child abuse occurs, the immediate and long-term protection of the child is crucial and should be addressed by the implementation of detailed reporting procedures and protocols.
- ▶ Should foster a culture of transparency, where talking about sensitive issues is encouraged and where sensitive topics are open for discussion, creating trust and accountability.
- ▶ Require standard and enhanced screening tools such as criminal record checks, vulnerable sector screenings, child abuse registry checks, and reference checks.
- ▶ Must stop and intervene as soon as possible if any inappropriate behaviour and abuse is discovered.

Commit to Kids is a program to help child-serving organizations create safe environments for children. Developed by the Canadian Centre for Child Protection, a national charitable organization dedicated to the personal safety of all children, Commit to Kids provides policies, strategies, and a step-by-step plan for reducing the risk of

child sexual abuse, encouraging organizations to take an active, participatory role in protecting children in their care.

Adults are responsible for protecting the children in their care. Commit to Kids teaches organizations how to define appropriate boundaries between adults and children and create, safe, respectful environments.

Commit to Kids will help organizations:

- ▶ Prevent child sexual abuse through increased awareness and education
- ▶ Evaluate risks that exist
- ▶ Teach employees/volunteers (who will then teach children) the difference between appropriate and inappropriate behaviour
- ▶ Provide employees/volunteers with specific strategies on how to prevent abuse
- ▶ Design programs that focus on child safety and supervision
- ▶ Establish clear boundaries between employees/volunteers and children
- ▶ Ensure that allegations of sexual abuse are handled in a sensitive, timely, and effective manner
- ▶ Understand their legal obligations to report child sexual abuse to a child welfare and/or law enforcement agency
- ▶ Ensure the highest standard of practice when working with children

Child-serving organizations are committed to providing safe and nurturing environments; however, because they work with children, they are vulnerable to attracting employees/volunteers who want to access and sexually abuse children or who may have inappropriate boundaries and relationships with children. As such, organizations must become more vigilant in establishing guidelines and protocols to protect children in their care. Commit to Kids teaches organizations how to proactively develop and implement policies and procedures to improve the personal safety of children. It will also help organizations reduce the likelihood that an offender will successfully gain access to and sexually abuse a child and to more quickly identify, intervene, and terminate if abuse has occurred.

Commit to Kids consists of a resource manual, a training video, and series of samples and templates. It also provides a step-by-step plan to help prevent child sexual abuse. For more information on Commit to Kids or to request a Commit to Kids resource manual, please visit www.commit2kids.ca.

In addition, in conjunction with the Coaches Association of Canada and National Coach Certification Program (NCCP), Commit to Kids includes an online training module for coaches. This training provides coaches with practical information to help them enhance child and youth safety in sport. The goal of the training is to empower coaches and support the great work they are doing with children and youth.

The Commit to Kids for Coaches online training addresses the importance of understanding boundaries, sexual misconduct, and reporting of inappropriate behaviour. Specifically, users will learn about:

- ▶ Child sexual abuse
- ▶ The grooming process
- ▶ How to handle disclosures of child sexual abuse
- ▶ The impact of child sexual abuse
- ▶ How to create a Child Protection Code of Conduct to Protect Children for your organization
- ▶ Policies and procedures to use to protect children in your organization
- ▶ The Canadian Centre for Child Protection's Commit to Kids child sexual abuse prevention program for child-serving organizations

In addition to advancing knowledge in these important areas, completion of this training is credited with 3 NCCP professional development (PD) points towards maintenance of certification.

For additional information on Commit to Kids for Coaches Online Training, please visit www.protectchildren.ca/app/en/training-vta-coaches.

Reporting (adapted from Commit to Kids)

Organizations must have internal reporting procedures regarding the following types of incidents:

1. Child Maltreatment:

As outlined above, Canadian child welfare laws set out the duty to report and require all people to report suspicions based on reasonable grounds that a child is/ or has been sexually abused; and/ or disclosure of child sexual abuse.

2. Misconduct:

An employee/volunteer's inappropriate behaviour towards a child or children.

The action taken by the organization will depend upon the nature of the incident; however, it is important for the organization to distinguish between illegal behaviour and inappropriate behaviour and establish appropriate reporting procedures for each.

In the event that an employee/volunteer's misconduct is serious enough to lead to dismissal, it must be reported to the organization's governing authority (District/Region and/ or P/TSO). P/TSOs must have in place a process of tracking, reviewing, and adjudicating reported incidents of misconduct. Following the adjudication, P/TSOs may inform member organizations with whom the individual is registering in the future as well as Canada Soccer in order to inform potential future organizations outside the jurisdiction of the P/TSO.

External Reporting:

If a child is believed to have been sexually abused, the obligation is to report the incident to the child's parent, a child welfare agency and/ or a law enforcement agency. Failure to report may constitute an offence under a provincial/ territorial child welfare act. Additionally, it may constitute professional misconduct for an individual in a position of trust or an ethical violation for individuals who are registered with professional associations. This duty to report applies even if the information is told in confidence. As it involves individuals and organizations outside of the organization, this process is known as external reporting.

In instances that require external reporting, the individual reporting the incident should also follow the internal reporting procedures.

Internal Reporting:

Any employee/volunteer who suspects or becomes aware of another employee/volunteer's inappropriate behaviour should follow internal reporting procedures. Misconduct and inappropriate behaviour should be clearly outlined in the Code of Conduct to Protect Children and Guidelines for Appropriate/ Inappropriate Conduct between adults/adolescents and children. Although procedures may vary among organizations, at minimum, the individual's supervisor/manager and/ or the head of the organization must be notified. It is just as important to document situations involving potential misconduct leading to internal reporting as it is in situations that require external reporting.

For additional information on Reporting, including tools and templates, please refer to the Commit to Kids Resource Manual or visit <http://www.commit2kids.ca/app/en/>.

Priorities

Although all of the initiatives presented by the International Safeguards for Children in Sport and Commit to Kids should be considered as best practices for child protection, it is recognized that not all member organizations have the capacity and resources necessary to implement them all. As such, Canada Soccer, in consultation with the Canadian Centre for Child Protection and aligned to the Club Licensing Program, has established priorities for Clubs operating within the licence categories. In addition, all member organizations are encouraged to utilize the Commit to Kids Child Protection Questionnaire provided in Section XI to help in identifying what systems are in place for preventing child sexual abuse, as well as any areas that may be lacking.

Canada Soccer Standards for Quality Soccer

An essential element of quality sport is the provision of a safe environment for participants. In support of this principle, all organizations recognized in the Canada Soccer Club Licensing Program must have in place the following:

Code of Conduct to Protect Children

- ▶ The Organization has a Code of Conduct to Protect Children for Coaches and Team Personnel that

establishes appropriate boundaries between adults and children (i.e. appropriate/inappropriate conduct) and consequences of inappropriate conduct.

- ▶ The Code of Conduct to Protect Children is shared with Coaches, Team Personnel, and Parents.
- ▶ The Code of Conduct to Protect Children is signed by all Coaches and Team Personnel.

Policies

- ▶ The Organization has Guidelines for Appropriate/Inappropriate Conduct between adults/adolescents and children.
- ▶ The Organization has a policy outlining what to do if you witness inappropriate conduct.
- ▶ The Appropriate/Inappropriate Conduct Guidelines and what to do if you witness inappropriate conduct are shared with Coaches, Team Personnel, and Parents.

Screening

- ▶ All Team Personnel must provide a Criminal Record Check and Vulnerable Sector Check (if applicable) every two to five years.

Canada Soccer National Youth Club Licence

In addition to the Foundational Criteria for Standards for Quality Soccer, organizations Licensed as a Canada Soccer National Youth Clubs must also have in place the following:

Commit to Kids Training

- ▶ At least one individual from the organization must complete the Commit to Kids online training.
- ▶ This individual must be identified as the primary liaison for child protection within the organization and contact information provided to Coaches, Team Personnel, and Parents.
- ▶ To access Commit to Kids for Coaches online training, visit: www.protectchildren.ca/coach
- ▶ The organization must have a Commit to Kids resource manual and demonstrate active commitment to implementation of best practices in child protection as outlined in the manual.
- ▶ To order a copy of the Commit to Kids Program Kit, visit: www.protectchildren.ca/order

All levels of clubs are encouraged to connect with the Canadian Centre for Child Protection for additional information, support and reduced group rates. Email contact@commit2kids.ca to connect with a program coordinator.

SECTION IV: RESPONSIBLE COACHING MOVEMENT

The Responsible Coaching Movement (RCM) is a call to action to keep sport healthy and safe by addressing the important role of coaches of in dealing with issues relating to the health and safety of athletes, both on and off the field of play. A multi-phase system-wide movement, coordinated by the Coaching Association of Canada and the Canadian Centre for Ethics in Sport, the RCM has the potential to affect all sport organizations, coaches, and the participants in their care. The RCM is a call to action for organizations to implement realistic change based on their individual state of readiness.

With a vision of creating change by 2020, Clubs are encouraged to take the **Responsible Coaching Movement Pledge** and put that pledge into action using the recommended action plan and timeline provided in https://www.canadasoccer.com/files/TEMPLATE_EAP.docx. Each organization will need to determine a realistic process for creating change based on their individual state of readiness, in order for it to be successful in the long-term.

The RCM focuses on three steps to responsible coaching:

1. Rule of Two
2. Background Screening
3. Ethics and Respect Training

Rule of Two

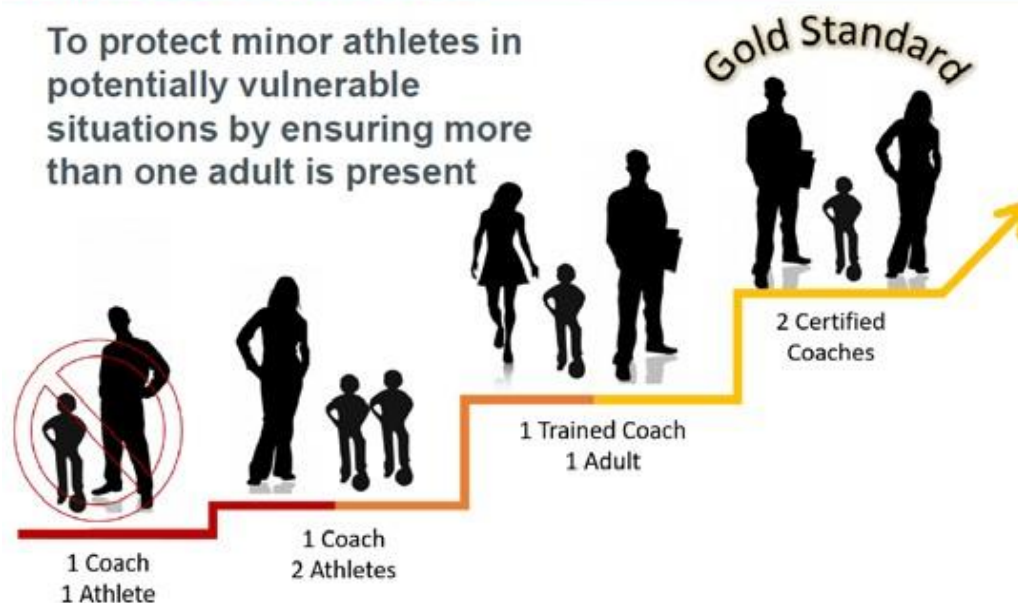
The Rule of Two serves to protect minor athletes in potentially vulnerable situations by ensuring that more than one adult is present. Vulnerable situations can include closed doors meetings, travel, and training environments. Organizations are encouraged to create and implement policies and procedures that limit the instances where these situations are possible.

Ultimately, the Rule of Two states that there will always be two screened and NCCP trained or certified coaches with an athlete, especially a minor athlete, when in a potentially vulnerable situation. This means that any one-on-one interaction between a coach and an athlete must take place within earshot and view of the second coach, with the exception of medical emergencies. In the event where screened and NCCP trained or certified coaches are not available, a screened volunteer, parent, or adult can be recruited. In all instances, one coach/volunteer must reflect the genders of the athletes participating or be of an appropriate identity in relation to the athlete(s).

The following diagram depicts the “staircase approach” to the Rule of Two. While the Gold Standard is the preferred environment, it is not expected that it will be reached at all times. The alternatives presented, although increasing risk, are acceptable and would be considered to be in alignment with the Rule of Two. The one-on-one interaction between a coach and an athlete without another individual present, as depicted at the lowest stair in the diagram, is to be avoided in all circumstances.



Purpose of Rule of Two



Screening

Screening all those involved in delivering soccer programs and administering the sport is a vital part of providing a safe sporting environment. Organizations are responsible, by law, to do everything reasonable to provide a safe and secure environment for participants in their programs, activities, and events. The purpose of screening is to identify individuals involved with the organization's activities who may pose a risk to the organization and its participants.

The screening process involves using a number of different tools to ensure staff, coaches, and volunteers meet the necessary minimum standards to coach or work with athletes. These tools include comprehensive job postings and position descriptions, criminal record checks, interviews and reference checks, as well as appropriate training and monitoring practices.

Canada Soccer recommends that all member organizations and affiliates adopt and utilize the following screening processes for all employees and volunteers who may work directly with children and adolescents, including but not limited to all coaches and team personnel.

1. Develop a clear Job Description and Posting.

Be specific about the duties associated with the position, including key responsibilities, performance criteria, accountability, lines of reporting, and the level and type of contact with children. Consider the qualifications required for the position including both interpersonal skills (the ability to interact with others) and values, attitudes, and beliefs (e.g. understanding of appropriate behaviour, knowing how to interact with children in a healthy way, etc.), as well as professional knowledge (certification, experience, etc.).

2. Establish a formal application and recruitment process

- a. Have the candidate complete a Job Application (see Section 13.5, including:
 - i. A Screening Disclosure Form (see Section 13.6)
 - ii. A release to allow the organization to contact the candidate's direct supervisor at the most recent organization with whom the candidate has worked/volunteered and permission for that individual to release information on the candidate's interactions with children
- b. Interview the candidate
- c. Check References

3. Conduct Background Screening

All employees and volunteers must complete an initial Criminal Record Check (CRC) and Vulnerable Sector Check (VSC) or an Enhanced Police Information Check (E-PIC) as well as a Child Abuse Registry Check, if available in the province or territory.

An E-PIC is an online screening tool that may facilitate and enhance the current screening processes. Additional information on E-PIC can be found at [Enhanced Police Information Check \(E-PIC\)](#).

Screening may also be done by completing a CRC with a local police service. A VSC can only be completed by a local police service and is required for a specific subset of the population at the time of the initial screening (for full information on Vulnerable Sector Checks, please [click here](#)).

In some cases, there may be delays in receiving the results of the requested CRC and/or VSC. In these cases, organizations should utilize the following guidelines:

- ▶ Ensure the applicant has completed the Screening Disclosure Form as outlined above.
- ▶ Any employee/volunteer awaiting screening results should be under close supervision.
- ▶ Follow up with program participants. Regular contact with participants and family members can act as an effective deterrent to someone who might otherwise do harm.

Screening Review Criteria:

A satisfactory CRC/E-PIC is either:

- ▶ confirmation from the police or third-party provider that no criminal records and / or charges exist; or
- ▶ that any existing convictions and / or charges are not relevant to the position.

In determining whether any convictions and / or charges are relevant to the position, the organization may gather information by means which may include, without limitation, a telephone or personal interview with the individual and / or other persons or agencies.

The organization, in making the final decision, should consider the following:

- a. Relationship of the offence(s) to the nature of the position;
- b. Number and nature of the charges and/or convictions;
- c. When the offence(s) occurred; and
- d. What the individual has done since the date of the offence.

If, after the review, the organization determines that the individual poses a risk and is not an appropriate candidate for the position, the organization should immediately notify the individual in writing as to their status with the organization.

Organizations should not necessarily refuse a position to an individual because he or she has been charged with or convicted of an offence of a type which does not pose a risk to its members, considering the duties of the position the person is seeking to occupy.

Relevant Offences

The following is a list of non-exhaustive examples that are considered to be relevant offences:

- i. Any offence involving the possession, distribution, or sale of any child-related pornography
- ii. Any sexual offence
- iii. Any offence involving theft or fraud
- iv. Any offence for trafficking and/or possession of drugs and/or narcotics
- v. Any offence involving conduct against public morals
- vi. Any crime of violence including but not limited to, all forms of assault
- vii. Any offence involving a minor or minors
- viii. In the event that the position requires the transportation of others, any offence involving the use of a motor vehicle, including but not limited to impaired driving

Criminal Convictions

A conviction for any of the following Criminal Code offences (non-exhaustive list) could result in removal from designated positions, competitions, programs, activities and events:

- i. Any offence of physical or psychological violence
- ii. Any crime of violence including but not limited to, all forms of assault
- iii. Any offence involving trafficking of illegal drugs
- iv. Any offence involving the possession, distribution, or sale of any child-related pornography
- v. Any sexual offence
- vi. Any offence involving theft or fraud

As it is outdated as soon as it is issued, it is important that coaches, team personnel, staff, and volunteers renew their E-PIC or CRC frequently. Best practice calls for a new E-PIC or CRC every 2–5 years.

4. Complete a new employee/volunteer orientation

All new employees/volunteers should receive orientation. This should include but not be limited to training in organizational policies and procedures

relating to safety, a clear explanation of the Code of Conduct and appropriate versus inappropriate interactions between adults and children, and the internal and external reporting processes.

5. Ensure proper supervision

Supervision is key to reducing the likelihood that children will be victimized and is one of the most critical ways to ensure your organization is safe. Establishing a probationary or trial period is a good way for the organization to assess whether a new employee/volunteer is the right fit. The goals of effective supervision are to:

- ▶ Support and motivate while developing an employee/volunteer's skill set
- ▶ Communicate the culture, values, and objectives of the organization
- ▶ Provide guidance, feedback, and coaching
- ▶ Foster accountability
- ▶ Communicate key information
- ▶ Detect misconduct and prevent child maltreatment

Respect Training

Respect Group was founded in 2004 with a single purpose; empowering all sport stakeholders to recognize and prevent ALL forms of MALTREATMENT; bullying, abuse, harassment and discrimination (**BAHD**) through interactive, online certification. The "Respect Platform" which is focused on building a holistic culture of respect, has become the standard training environment for Canadian sport. Having **certified over one million Canadians**, Respect Group has implemented the Respect Platform for hundreds of sport organizations. Respect in Sport certification has also become a foundational element within the "Responsible Coaching Movement", led by the Coaching Association of Canada and the Canadian Centre for Ethics in Sport.

Three Distinct On-line Training Modules for Sport Organizations

Training Module	Audience	Payment
Respect in Sport Activity Leader Program (Seamless Locker Integration and 3 NCCP PD credits) 150 minutes	<ul style="list-style-type: none"> ▶ Coaches/Managers ▶ Officials ▶ Athletes 14 and up ▶ Parent Volunteers 	User pay via PayPal or Organization payment
Core Curriculum Elements		
✓ Preventing/Reporting Bullying	✓ Preventing/Reporting Cyber-Bullying	✓ Preventing/Reporting Sexual Abuse
✓ Preventing/Reporting Physical Abuse	✓ Preventing/Reporting Physical Abuse	✓ Preventing/Reporting Emotional Abuse
✓ Preventing/Reporting Neglect	✓ Preventing/Reporting Hazing	✓ Preventing/Reporting Harassment
✓ Preventing/Reporting Discrimination	✓ Mental Health Outcomes	✓ Power Dynamics
✓ Positive Emotions	✓ Building Self-esteem	✓ Physical Development/LTPD
✓ Legal Responsibility/Duty of Care	✓ Empowering the Bystander	✓ Concussion/Injury Management
Note: The Activity Leader Program is supported by the RESPECT Resource Line		

Training Module	Audience	Payment
Respect in Sport Parent Program 60 Minutes	One adult per athlete's family	User pay via PayPal or Organization payment
Core Curriculum Elements		
✓ Preventing/Dealing with Bullying, Abuse, Harassment and Discrimination	✓ The Car Ride Home	✓ Empowering the Bystander
✓ Setting Realistic Expectations	✓ Building Self-esteem	✓ Physical Development/LTPD
✓ Positive Sport Relationships	✓ Winning and Losing	✓ Concussion/Injury Management

Training Module	Audience	Payment
Respect in the Workplace 90 Minutes	<ul style="list-style-type: none"> ▶ Club Employees ▶ Club Board Members ▶ Club volunteers 	Organization payment
Core Curriculum Elements		
✓ Preventing/Reporting Bullying, Abuse, Harassment and Discrimination	✓ Mental Health Outcomes	✓ Power Dynamics
✓ Empowering the Bystander	✓ Managing Emotions	✓ Responsibilities as a Co-worker

Ethics Training

Increasing coaches' ethical conduct and ethical behaviour toward athletes requires that coaches be trained to understand what it means to act ethically. This training includes the Make Ethical Decisions module, which is a cornerstone of the National Coaching Certification Program (NCCP). By successfully completing the Make Ethical Decisions (MED)

training, coaches will be fully equipped to handle ethical situations with confidence and surety. MED training helps coaches identify the legal, ethical, and moral implications of difficult situations that present themselves in the world of team and individual sport.

For more information on ethics training, please [click here](#).

SECTION V: ANTI-DOPING

The Canadian Anti-Doping Program

The **Canadian Centre for Ethics in Sport (CCES)** is the custodian of the **Canadian Anti-Doping Program (CADP)**; the set of rules that govern anti-doping in Canada. The CADP consists of several components such as in- and out-of-competition testing, education, medical exemptions, and the consequences of doping violations. The CADP is compliant with the World Anti-Doping Code and all international standards.

The Canadian Soccer Association has adopted the CADP which means that you can be confident that you are part of a world-class anti-doping program that is designed to protect athletes' rights and ensure a level playing field. [The Canadian Soccer Association's anti-doping policy reflects and supports the CADP.](#)

While the CCES administers anti-doping for the Canadian sport community, you may also be subject to the rules of your international federation. [Learn more about FIFA's anti-doping policies and procedures.](#)

The CCES recommends that athletes take the following actions to ensure they don't commit an inadvertent anti-doping rule violation:

- ▶ [Know your rights and responsibilities](#) as an athlete with regard to anti-doping.
- ▶ Always [comply with a testing request](#) if you are notified for doping control.
- ▶ [Check all medications and products before taking them](#) to ensure they do not contain ingredients that are banned.
- ▶ Verify your [medical exemption](#) requirements.
- ▶ Do not take [supplements](#), but if you do, take steps to minimize your risk.
- ▶ Get the latest news. [Sign up to receive CCES media releases and advisory notes.](#)

Additional resources and information

- ▶ The [CCES AthleteZone](#) is a hub of resources and information for athletes and their support personnel.
- ▶ The [Global DRO](#) provides athletes and support personnel with information about the prohibited status

of specific substances based on the current WADA Prohibited List.

- ▶ Physicians and medical personnel are encouraged to use the [CCES DocZone](#) for targeted medical information.
- ▶ Read more about the [Canadian Anti-Doping Program](#).
- ▶ The [World Anti-Doping Agency](#) works towards a vision of a world where all athletes compete in a doping-free sporting environment.
- ▶ The CCES is a proud and active member of the [True Sport Movement](#) — a movement that is based on the simple idea that good sport can make a great difference.

CCES E-Learning:

The CCES has developed online education modules that focus on the anti-doping program, including information about banned substances and methods, the sample collection process and the whereabouts program. E-learning can be completed at www.cces.ca and includes the following modules:

- ▶ True Sport Clean 101
- ▶ Role of Athlete Support Personnel Course.

For all National and Regional Championships, one member of the team staff must have completed the CCES E-learning modules. For teams participating in the U-17 Cup, Challenge Trophy/Jubilee Trophy and Masters Competitions, the team captain must also have completed the CCES E-learning modules.

For additional resources and more about anti-doping, please contact the CCES

Email: info@cces.ca

Call toll-free: 1-800-672-7775

Online: www.cces.ca/athletezone

Report doping via the Report Doping Hotline

Call toll-free: 1-800-710-CCES

Online: www.cces.ca/reportdoping

SECTION VI: INJURY AND RETURN TO PLAY

Emergency Action Plan

An Emergency Action Plan (EAP) is a plan coaches and team personnel (see Safety Person) design to help them respond in a responsible and clear-headed way if an emergency occurs.

An EAP should be prepared for the facility or site where you normally hold practices and for any facility or site where you regularly host competitions. For away competitions, ask the host team or host facility for a copy of their EAP.

An EAP can be simple or elaborate. It should cover the following:

- ▶ Designate in advance who is in charge if an emergency occurs (this may be you).
- ▶ Have a cell phone with you and make sure the battery is fully charged. If this is not possible, find out the exact location of a telephone you can use at all times. Have spare change in case you need to use a pay phone.
- ▶ Have emergency telephone numbers with you (facility manager, superintendent, fire, police, ambulance), as well as athletes' contact numbers (parents/guardians, next of kin, family doctor).
- ▶ Have on hand a medical profile for each athlete so that this information can be provided to emergency medical personnel. Include in this profile signed consent from the parent/guardian to authorize medical treatment in an emergency.
- ▶ Prepare directions for Emergency Medical Services (EMS) to follow to reach the site as quickly as possible. You may want to include information such as the closest major intersection, one-way streets, or major landmarks.
- ▶ Have a first-aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first-aid training).
- ▶ Designate in advance a call person: the person who makes contact with medical authorities and otherwise assists the person in charge. Be sure that your call person can give emergency vehicles precise directions to your facility or site.

For an EAP Template, please refer to Section 13.8.

Safety Person

In addition to and in support of the Emergency Action plan, it is recommended that every team identify a member of their team personnel to serve as the "Safety Person". The Safety Person is primarily responsible for ensuring safety during all soccer-related activities, both on and off the field.

All Safety Persons should utilize a proactive, preventative approach to safety while being prepared to react in the event of accidents, injuries, or medical emergencies.

Safety Person's Responsibilities

As a Safety Person and team official you must play a leadership role in implementing effective risk management programs with your own teams, enhancing the safety of players and all involved in soccer.

The following are some responsibilities that the Safety Person should assume:

- ▶ Implement an effective risk management and safety strategy with your team that strives to prevent injuries and accidents before they happen.
- ▶ Assume a proactive role in identifying and minimizing or eliminating risks during all activities, and if ever in doubt, always err on the side of caution.
- ▶ Promote and reflect the values of Fair Play and strive to instill these values in all participants and others involved in soccer.
- ▶ Ensure that all players are provided with meaningful opportunities and enjoyable experiences free from physical and/or emotional maltreatment.
- ▶ Conduct regular checks of players' equipment to ensure proper fit, protective quality and maintenance, and advise players and parents regarding the selection or replacement of equipment.
- ▶ Conduct regular checks of team equipment to ensure it is in good condition and advise the head coach and organization if equipment requires replacement.
- ▶ Conduct a safety check of the playing facility in advance of all soccer-activities to ensure it is safe, well-maintained, and in good condition (see Section 13.9).
- ▶ Promote proper conditioning, warm-up, and cool down techniques as effective methods of injury prevention.
- ▶ Maintain accurate medical information files on all players and team officials and bring these to all team activities (see Section 13.10).
- ▶ Maintain a Player Injury Log (see Section 13.11).
- ▶ Maintain a fully stocked First Aid Kit and bring it to all team activities.
- ▶ Implement an effective Emergency Action Plan with your team and practice it regularly to ensure all involved understand their roles and are prepared to act promptly when an incident occurs.
- ▶ Recognize life-threatening and significant injuries and be prepared to deal with serious injury.
- ▶ Manage minor injuries according to basic injury management principles and refer players to medical professionals when necessary.
- ▶ Recognize injuries that require a player to be removed from action. Refer players to medical professionals and coordinate return to play.

- ▶ Promote a healthy lifestyle with all participants by being a good role model and by educating participants regarding hygiene, performance-enhancing substances, drug and alcohol abuse, nutrition and hydration.
- ▶ Facilitate communication with players, coaches, parents, physicians, therapists, paramedical personnel, officials and other volunteers regarding safety, injury prevention and player's health status.
- ▶ Act as a Safety Person for both your team and your opponents if only one Safety Person is present.

To support the responsibilities of the Safety Person, it is recommended that the identified individual have valid First Aid and CPR Training and complete the NCCP Making Headway module focusing on concussion education. In addition, templates to support the responsibilities of the Safety Person are available in Section XIII.

Injury Assessment Protocol

Under Development

Injury Management and Return to Play

Under Development

Please refer to Section 13.12 for a sample return to play letter.

Canada Soccer Concussion Policy: Players' health and safety first

Note to Provincial, Territorial and Local Soccer Organizations

As part of a pre-season concussion education strategy, we recommended:

1. Our players and parents/guardians should review as a minimum, the Summary section of this document, OR both the Respond and Recognize sections of this document (recommended) as part of their soccer registration process.
2. All participants in our sport should be encouraged to familiarize themselves with the entirety of our Concussion Guidelines.

Baseline (pre-season) testing of youth (<18 years) and adult recreational athletes using any tool or combination of tools is not required for post-injury care of those who sustain a suspected or diagnosed concussion and is not recommended.

For the communication between physicians and soccer coaches, team officials and clubs we recommend using: Canada Soccer's Concussion Assessment Report, available @ canadasoccer.com.

Generic concussion reporting letters are also available through Parachute Canada: http://www.parachutecanada.org/downloads/injurytopics/Medical-Assessment-Letter_Parachute.pdf & http://www.parachutecanada.org/downloads/injurytopics/Medical-Clearance-Letter_Parachute.pdf

SUMMARY

- ▶ A concussion is a brain injury.
- ▶ All concussions should be regarded as potentially serious.
- ▶ Most concussions recover completely with correct management.
- ▶ Incorrect management of a concussion can lead to further injury.
- ▶ Concussions should be managed according to current guidelines.
- ▶ Anyone with suspected concussion following an injury must be immediately removed from playing or training and receive a prompt assessment by a medical doctor or nurse practitioner.
- ▶ Concussions are managed by licensed health care professionals working within their scope of practice and expertise.
- ▶ Concussions are managed by a limited period of rest followed by avoiding physical and brain activities that make concussive symptoms worse, and once concussion related symptoms have resolved, a step-wise return to school, work and sports-related activities.
- ▶ Return to education or work must take priority over return to playing soccer.
- ▶ Concussion symptoms must have completely resolved and documented medical clearance completed by a medical doctor or nurse practitioner must be received before resuming full contact practice or game play.
- ▶ The recurrence of concussion symptoms subsequent to the return to full contact practice or game play requires removal from training or playing and reassessment.

CSA Concussion

The Fine Print

This policy is intended for those managing concussion in soccer at all levels. Professional and National level players typically have access to an enhanced level of medical care, which means that their concussion and their return to play can be managed in a more closely monitored way.

The Policy is based on current evidence and examples of best practice taken from soccer organizations around the world and other sports, including the Football Association, the Scottish FA, World Rugby, and the Canadian Concussion Collaborative. They are consistent with The Canadian Guideline on Concussion in Sport, (Toronto: Parachute, 2017) and the current Consensus Statement on Concussion in Sport issued by the Fifth International Conference on Concussion in Sport, Berlin 2017. The Policy has been reviewed and is approved by Canada Soccer Sports Medicine Committee.

While this policy aims to reflect 'best practice', it must be recognized that there is a current lack of evidence with respect to their effectiveness in preventing long-term harm. Canada

Soccer Sports Medicine Committee will continue to monitor research and consensus in the area of concussion and update it policies accordingly.

This version was adopted by Canada Soccer in 2018 and should be reviewed no later than 2022.

ADDITIONAL RESOURCES

WEBSITES:

Sport Information Resource Centre (SIRC): <http://sirc.ca/resources/concussion>

Coaching Association of Canada: Making Head Way Concussion eLearning Series: <https://www.coach.ca/concussion-awareness-s16361>

Parachute: www.parachutecanada.org/concussion

Concussion Awareness Training Tool: www.cattonline.com

Ontario Ministry of Health Concussion Resources:

<http://www.health.gov.on.ca/en/public/programs/concussions/>

VIDEOS:

Dr. Mike Evans Health Lab — Concussions:

<https://www.reframehealthlab.com/concussions/>

RESPOND — WE ALL NEED TO PLAY A PART IN THE RECOGNITION AND MANAGEMENT OF CONCUSSION

As Canadians, we have a heightened awareness of concussions, related to increased media coverage of this brain injury with its range of outcomes, incidents involving high profile athletes with concussion, and increasing understanding of the consequences of repetitive brain trauma, primarily within professional sports.

WHAT IS A "CONCUSSION"?

Concussion is an injury to the brain resulting in a disturbance of brain function involving thinking and behavior.

WHAT CAUSES CONCUSSION?

Concussion can be caused by a direct blow to the head or an impact to the body causing rapid movement of the head.

ONSET OF SYMPTOMS

Symptoms of concussion typically appear immediately but may evolve within the first 24–48 hours.

WHO IS AT RISK?

All of our sport's participants (players, but also team staff and officials).

Some soccer participants are at increased risk of concussion:

- ▶ Children and adolescents (18 years and under) are more susceptible to brain injury, take longer to recover, and are susceptible to rare dangerous brain complications, which may include death.
- ▶ Female soccer players have higher rates of concussion.
- ▶ Participants with previous concussion are at increased risk of further concussions — which may take longer to recover.

WHAT ARE THE DANGERS OF BRAIN INJURY?

Failure to recognize and report concussive symptoms or returning to activity with ongoing concussion symptoms set the stage for:

1. Cumulative concussive injury
2. 'Second Impact Syndrome'

Second impact syndrome is a rare occurrence. An athlete sustains a brain injury and while still experiencing symptoms (not fully recovered), sustains a second brain injury, which is associated with brain swelling and permanent brain injury or death. Brain swelling may also occur without previous trauma.

Recurrent brain injury is currently implicated in the development of Chronic Traumatic Encephalopathy

Chronic Traumatic Encephalopathy (CTE) is a progressive degenerative brain disease seen in people with a history of brain trauma. For athletes, the brain trauma has been repetitive. Originally described in deceased boxers, it now has been recognized in many sports. Symptoms include difficulty thinking, explosive and aggressive behavior, mood disorder (depression), and movement disorder (parkinsonism).

RECOGNIZE — LEARN THE SIGNS AND SYMPTOMS OF A CONCUSSION SO YOU UNDERSTAND WHEN A SOCCER PLAYER MIGHT HAVE A SUSPECTED CONCUSSION.

Everyone involved in the game (including staff, coaches, officials, players, parents and guardians of children and adolescents) should be aware of the signs, symptoms and dangers of concussion. If any of the following signs or symptoms are present following an injury the player should be suspected of having concussion and immediately removed from play or training.

"If in doubt, sit them out."

"It is better to miss one game than the whole season."

VISIBLE CLUES OF CONCUSSION — WHAT YOU MAY SEE:

Any one or more of the following visual clues can indicate a concussion:

- ▶ Dazed, blank or vacant look
- ▶ Lying motionless on ground / slow to get up
- ▶ Unsteady on feet / balance problems / falling over / poor coordination
- ▶ Loss of consciousness or responsiveness
- ▶ Confused or not aware of play or events
- ▶ Grabbing, clutching, or shaking of the head
- ▶ Seizure
- ▶ More emotional or irritable than normal for that person
- ▶ Injury event that could have caused a concussion

SYMPTOMS OF CONCUSSION — WHAT YOU MAY BE TOLD BY AN INJURED PLAYER:

The presence of any one or more of the following symptoms may suggest a concussion:

- ▶ Headache or "Pressure in head"
- ▶ Dizziness or balance problems

- ▶ Mental clouding, confusion, or feeling slowed down
- ▶ Trouble seeing
- ▶ Nausea or vomiting
- ▶ Fatigue
- ▶ Drowsiness or feeling like "in a fog" or difficulty concentrating
- ▶ Sensitivity to light or noise
- ▶ Difficulty with reading, learning or work
- ▶ Sleep problems: getting asleep, too much or too little
- ▶ Emotional / anger / sad / anxious

The Concussion Recognition Tool 5¹ is valuable for all first responders in recognizing suspected concussion and responding to more severe brain injury or potential neck injury.

REMOVE - If a soccer player has a suspected concussion he or she must be removed from activity immediately.

Team-mates, staff, coaches, players or parents and guardians who suspect that a player may have concussion **MUST** work together to ensure that the player is removed from play in a safe manner.

If a neck injury is suspected the player should not be moved and should only be removed from the field of play by

CONCUSSION RECOGNITION TOOL 5[®]

To help identify concussion in children, adolescents and adults

Supported by



RECOGNISE & REMOVE

Head impacts can be associated with serious and potentially fatal brain injuries. The Concussion Recognition Tool 5 (CRT5) is to be used for the identification of suspected concussion. It is not designed to diagnose concussion.

STEP 1: RED FLAGS — CALL AN AMBULANCE

If there is concern after an injury including whether ANY of the following signs are observed or complaints are reported then the player should be safely and immediately removed from play/game/activity. If no licensed healthcare professional is available, call an ambulance for urgent medical assessment:

- Neck pain or tenderness
- Double vision
- Weakness or tingling/burning in arms or legs
- Severe or increasing headache
- Seizure or convulsion
- Loss of consciousness
- Deteriorating conscious state
- Vomiting
- Increasingly restless, agitated or combative

Remember:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Assessment for a spinal cord injury is critical.
- Do not attempt to move the player (other than required for airway support) unless trained to do so.
- Do not remove a helmet or any other equipment unless trained to do so safely.

If there are no Red Flags, identification of possible concussion should proceed to the following steps:

STEP 2: OBSERVABLE SIGNS

Visual clues that suggest possible concussion include:

- Lying motionless on the playing surface
- Slow to get up after a direct or indirect hit to the head
- Disorientation or confusion, or an inability to respond appropriately to questions
- Blank or vacant look
- Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
- Facial injury after head trauma

STEP 3: SYMPTOMS

- Headache
- "Pressure in head"
- Balance problems
- Nausea or vomiting
- Drowsiness
- Dizziness
- Blurred vision
- Sensitivity to light
- Sensitivity to noise
- Fatigue or low energy
- "Don't feel right"
- More emotional
- More irritable
- Sadness
- Nervous or anxious
- Neck Pain
- Difficulty concentrating
- Difficulty remembering
- Feeling slowed down
- Feeling like "in a fog"

STEP 4: MEMORY ASSESSMENT

(IN ATHLETES OLDER THAN 12 YEARS)

Failure to answer any of these questions (modified appropriately for each sport) correctly may suggest a concussion:

- "What venue are we at today?"
- "Which half is it now?"
- "Who scored last in this game?"
- "What team did you play last week/game?"
- "Did your team win the last game?"

Athletes with suspected concussion should:

- Not be left alone initially (at least for the first 1-2 hours).
- Not drink alcohol.
- Not use recreational/ prescription drugs.
- Not be sent home by themselves. They need to be with a responsible adult.
- Not drive a motor vehicle until cleared to do so by a healthcare professional.

The CRT5 may be freely copied in its current form for distribution to individuals, teams, groups and organisations. Any revision and any reproduction in a digital form requires approval by the Concussion in Sport Group. It should not be altered in any way, rebranded or sold for commercial gain.

ANY ATHLETE WITH A SUSPECTED CONCUSSION SHOULD BE IMMEDIATELY REMOVED FROM PRACTICE OR PLAY AND SHOULD NOT RETURN TO ACTIVITY UNTIL ASSESSED MEDICALLY, EVEN IF THE SYMPTOMS RESOLVE

© Concussion in Sport Group 2017

¹ Echemendia RJ, et al. Br J Sports Med 2017;51:872. © Concussion in Sport Group 2017

emergency healthcare professionals with appropriate spinal care training. Call 911. Activate your emergency action plan.

More severe forms of brain injury may be mistaken for concussion. If ANY of the following are observed or reported within 48 hours of an injury, then the player should be transported for urgent medical assessment at the nearest hospital (symptoms below). Call 911. Activate your emergency action plan.

- ▶ Neck pain or tenderness
- ▶ Deteriorating consciousness (more drowsy)
- ▶ Increasing confusion or irritability
- ▶ Severe or increasing headache
- ▶ Repeated vomiting
- ▶ Unusual behavior change
- ▶ Seizure
- ▶ Double vision
- ▶ Weakness or tingling / burning in arms or legs

Anyone with a suspected concussion should not:

- ▶ be left alone until they have been assessed medically
- ▶ consume alcohol or recreational drugs in the first 24 hours, and thereafter should avoid alcohol or recreational drugs until free of all concussion symptoms
- ▶ drive a motor vehicle until cleared to do so by a medical doctor or nurse practitioner

RE-ENTRY — A licensed healthcare professional with expertise in the evaluation and management of head injury and concussions may review a player with suspected concussion at field side.

A player who has been removed from play who reports NO concussion symptoms and NO visual clues of a concussion can be returned to play. Any such player should be monitored for delayed symptoms, which may appear over the next 24-48 hours. If there is any doubt whether a player has sustained a concussion, they should be removed from play and undergo medical assessment by a medical doctor or nurse practitioner.

REFER — Once removed from play, the player with suspected concussion must be referred to a medical doctor or nurse practitioner with training in the evaluation and management of head injury and concussions.

All cases of suspected concussion require referral to medical doctors or nurse practitioners for diagnosis, even if the symptoms resolve.

In geographic regions of Canada with limited access to medical doctors (rural or northern communities), a licensed healthcare professional (i.e. nurse) with support from a medical doctor or nurse practitioner can provide this diagnostic evaluation.

Report — Communication between players, parents, team staff, and their health care providers is vital for the welfare of the player.

Players, parents and guardians must disclose the nature of, and status of all active injuries (including concussions) to coaches and team staff.

Players need to be responsible for one another and encourage the disclosure of concussion symptoms.

For children and adolescents with suspected concussion who have not been directly transferred for medical management, coaches must communicate their concerns directly with the parents or guardians.

RECOVER — Avoiding physical and brain activities that make concussive symptoms worse is the cornerstone of current concussion management.

The management of a concussion involves an initial limited period (<24-48 hours) of physical and brain rest.

Stage 1 of the Return-to-Soccer Strategy (see Return to Soccer Strategy, page 12) involves avoiding or limiting physical and brain activities that make concussive symptoms worse.

Once concussion related symptoms have resolved, the player may start Stage 2 and continue to proceed to the next level when he/she completes the stage without a recurrence of concussion-related symptoms.

In conjunction with your school and educational professionals and health care provider, recommendations will be made about whether it is appropriate to take time away from school, or whether returning to school should be done in a graded fashion, this is called "*return to learn*".

Your health care provider will also make recommendations about whether it is appropriate to take time away from work, or whether returning to work should be done in a graded fashion, this is called "*return to work*".

RETURN TO PLAY

Players who have been removed from play and referred for medical assessment for a suspected concussion who provide a completed Concussion Assessment Medical Report that is signed by a medical doctor or nurse practitioner which documents NO active concussion may participate in training sessions and game play.

Players who have been removed from play and referred for assessment for a suspected concussion who provide a completed Concussion Assessment Medical Report that is signed by a medical doctor or nurse practitioner which documents a concussion diagnosis may participate in training sessions (Stage 3 and 4) within the Return-to-Soccer Strategy (next page), once they or their parents/guardians report NO concussion symptoms and successfully completing Stage 2 (15 minutes of light aerobic activity).

Players who have concluded Stage 4 within a Return-to-Soccer Strategy who provide a second completed Concussion Assessment Medical Report that is signed by a medical doctor or nurse practitioner which documents recovered concussion may participate in full contact training sessions (Stage 5) and subsequently, game play within the Return-to-Soccer Strategy (next page), if they remain clear of concussion symptoms.

RETURN TO SOCCER STRATEGY

Depending on the severity and type of the symptoms, players may progress through the following stages at different rates. Stages 2-4 should each take a minimum of 24 hours in adults, and longer in those 18 years and under.

If the player experiences new symptoms or worsening symptoms at any stage, they should go back to the previous stage and attempt to progress again after being free of concussion-related symptoms for 24 hours or seek medical attention.

	EXERCISE ALLOWED	% MAX HEART RATE	DURATION	OBJECTIVE
STAGE 0 REST	<ul style="list-style-type: none"> Rest NO activities 	No training	<1-2 days	Rest
STAGE 1 SYMPTOM LIMITED	<ul style="list-style-type: none"> Daily activities that do not provoke symptoms. 		Until concussion symptoms clear	Recovery Symptom free
STAGE 2 LIGHT EXERCISE	<ul style="list-style-type: none"> Walking, light jogging, swimming or stationary cycling at slow to medium pace. NO soccer NO resistance training, weight lifting, jumping or hard running 	<70%	<15 min	Increase heart rate.
STAGE 3 SOCCER-SPECIFIC EXERCISE	<ul style="list-style-type: none"> Simple movement (ie running drills) Limiting body and head movements. NO head impact activities. NO heading. 	<80%	<45 min	Add movement.
STAGE 4 NON-CONTACT TRAINING	<ul style="list-style-type: none"> Progression to more complex training activities with increased intensity Coordination and attention e.g. passing, change of direction, shooting, small-sided game May start resistance training NO head impact activities NO heading Goalkeeping activities should avoid diving and any risk of the head being hit by a ball 	<90%	<60 min	Exercise, coordination, skills/tactics.
Youth (<18 years) and adult student-athletes have returned to full-time school activities at this time				
Repeat medical assessment with second Concussion Assessment Medical Report				
STAGE 5 FULL CONTACT PRACTICE	<ul style="list-style-type: none"> Normal training activities ie tackling, heading diving saves 	<100%		Restore confidence and assess functional skills by coaching staff.
STAGE 6 GAME PLAY	<ul style="list-style-type: none"> Normal game play. 	<100%		Player rehabilitated

REASSESS— A player with prolonged concussion recovery (>4 weeks for youth athletes, >2 weeks for adult athletes), or recurrent or complicated concussions, should be assessed and managed by a medical doctor with experience in sports-related concussions, working within a multidisciplinary team.

SECTION VII: FACILITY AND EQUIPMENT SAFETY

In soccer, the grounds and facilities need to be appropriate and the equipment needs to be in good condition for the well-being and safety of the participants. It is extremely important that the soccer field is in good condition otherwise it will increase the risk of injuries. For example, a soccer game played on an uneven field with holes will increase the likelihood of players rolling an ankle, losing balance and colliding with another player, or even falling hard to the ground.

To enhance safe participation, it is important to:

- ▶ Check and maintain the surface of the field to remove hazards
- ▶ Replace balls once their water-resistant qualities are lost
- ▶ Use appropriate sized balls for the age and gender of players

A sample Field Inspection Sheet for use in assessing and reporting the quality of the field is included in Section 13.9.

Portable Goal Safety

Too many serious injuries and fatalities have occurred in recent years as a result of unsafe or incorrect use of goalposts. Safety is always of paramount importance and everyone in soccer must play their part to prevent similar incidents occurring in the future.

- ▶ For safety reasons goalposts of any size (including those which are portable and not installed permanently at a pitch or practice field) must always be anchored securely to the ground.
- ▶ Portable goalposts must be secured by the use of chain anchors or appropriate anchor weights to prevent them from toppling forward.
- ▶ It is essential that under no circumstances children or adults should be allowed to climb, swing on, or play with the structures of the goalposts.
- ▶ Particular attention is drawn to the fact that if not properly assembled and secured, portable goalposts may topple over.
- ▶ Portable goalposts should not be left in place after use. They should be dismantled and removed to a place of secure storage.
- ▶ It is strongly recommended that nets should only be secured by plastic hooks or tape and not by metal cup hooks. Any metal cup hooks should if possible be removed and replaced. New goalposts should not be purchased if they include metal cup hooks which cannot be replaced.
- ▶ Goalposts which are “home-made”, or which have been altered from their original size or construction should not be used. These have been the cause of a number of deaths and injuries.

- ▶ Guidelines to prevent toppling: Follow manufacturer’s guide-lines in assembling goalposts. Before use, Coaches should test the goals following the guidelines below:
 - ▶ Ensure each goal is anchored securely in its place
 - ▶ Exert a significant downward force on the cross bar
 - ▶ Exert a significant backward force on both upright posts
 - ▶ Exert a significant forward force on both upright posts

Blood

An athlete who is bleeding, has an open wound, has any amount of blood on his/her uniform, or has blood on his/her person, shall be directed to leave the game until the bleeding is stopped, the wound is covered, the uniform and/or body is appropriately cleaned, and/or the uniform is changed before returning to competition.

Jewelry

Players are not permitted to wear anything that is dangerous to themselves or other players. NO jewelry: that includes rings, bracelets (except medical alert bracelets — which must be either made of Velcro or similar soft material, or covered with a sweatband), earrings, necklaces, other visible body piercing, etc. The practice of taping jewelry is not acceptable.

Headscarf and Turban

At its meeting on October 2, 2012, the International Football Association Board (IFAB) approved the amendments Law 4 –The Players’ Equipment (“headscarf”). The decision of the IFAB regarding the use of headscarves comes into effect immediately.

IFAB Decision:

As outlined in Law 4 of the FIFA Laws of the Game, where head covers (excluding goalkeepers’ caps) are worn, they must:

- ▶ be black or the same main colour as the shirt (provided that the players of the same team wear the same colour)
- ▶ be in keeping with the professional appearance of the player’s equipment • not be attached to the shirt
- ▶ not be dangerous to the player wearing it or any other player (e.g. opening/closing mechanism around neck)
- ▶ not have any part(s) extending out from the surface (protruding elements)

Other headscarves are also permitted provided the above criteria are met.

Players Wearing Casts Policy

This policy is designed to reduce inconsistencies in rulings over players wearing casts. All referees are expected to follow these policies in all matches sanctioned by Canada Soccer.

Law 4 states that a player may not use equipment or wear anything that is dangerous [to anyone].

It further states that non-dangerous protective equipment is permitted as long as it has the sole purpose of protecting the individual physically, providing it poses no danger to the individual or any other player.

Modern protective equipment made of soft, lightweight, padded materials are not considered dangerous and are therefore permitted.

Hard casts are considered to pose a danger to both the wearer and other players and are not permitted to be worn. The practice of padding a hard cast does not reduce the element of danger.

Players wearing a soft cast will be permitted to play if the cast does not present a danger to the individual or any other player.

The referee or Supervisor of Officials (if one has been appointed to the match/tournament) will make the final decision as to the acceptability of any cast.

Any player who uses a cast with the intent to intimidate or injure an opponent shall be sent off.

Player Insulin Pump Policy

This policy is designed to reduce inconsistencies in rulings over players with diabetes who wear an insulin pump. All referees are expected to follow these policies in all matches sanctioned by Canada Soccer.

An insulin pump is designed to ensure that the player maintains a proper blood glucose level during the game. An extended period without infusion of insulin may result in hyperglycemia (excess sugar in the blood).

Law 4 states that a player may not use equipment that is dangerous to him/herself or another player. This is further expanded upon in the interpretations of the Laws of the Game whereby it is advised that player may use equipment that has the sole purpose of protecting the individual physically providing that it poses no danger to the individual or any other player.

A player wearing an insulin pump because of a medical condition is permitted to play providing he/she has received written medical clearance and is able to provide the referee with a note indicating such. The pump itself must not present a danger to the individual or any other player.

Lightning Safety/Severe Weather

When thunder roars, go indoors!

The safety of players, coaches, management, and spectators is the primary concern in any weather event that occurs during all matches sanctioned by Canada Soccer. By understanding and following the below information, the safety of everyone shall be greatly increased. Ultimately, the referee has the final say over delaying or restarting a match due to weather. Waiting to stop play or not waiting to start play may result in a serious injury or loss of life. Referees are expected to act responsibly when dealing with such events during matches they are controlling.

If you can hear thunder, you can get hit by lightning. As soon as you hear thunder, quickly get to a safe location. More people are struck before and after a thunderstorm than during one. Stay inside for 30 minutes after the last rumble of thunder.

Additional Information

Please note the following recommendations from Environment Canada:

- ▶ **To plan for a safe day, check the weather forecast first.** If thunderstorms are forecast, avoid being outdoors at that time or make an alternate plan. Identify safe places and determine how long it will take you to reach them.
- ▶ **Watch the skies for developing thunderstorms and listen for thunder.** As soon as you hear thunder, quickly get to a safe location. If you can hear thunder, you are in danger of being hit by lightning. More people are struck before and after a thunderstorm than during one.
- ▶ **Get to a safe place.** A safe location is a fully enclosed building with wiring and plumbing. Sheds, picnic shelters, tents or covered porches do NOT protect you from lightning. If no sturdy building is close by, get into a metal-roofed vehicle and close all the windows.
- ▶ **Do not handle electrical equipment, telephones or plumbing.** These are all electrical conductors. Using a computer or wired video game system, taking a bath or touching a metal window frame all put you at risk of being struck by lightning. Use battery-operated appliances only.
- ▶ **If caught outdoors far from shelter, stay away from tall objects.** This includes trees, poles, wires and fences. Take shelter in a low-lying area but be on the alert for possible flooding.

Be aware of how close lightning is occurring. Thunder always accompanies lightning, even though its audible range can be diminished due to background noise in the immediate environment and its distance from the observer.

When larger groups are involved, the time needed to properly evacuate an area increases. As time requirements change, the distance at which lightning is noted and considered a threat to move into the area must be increased.

Know where the closest “safe structure or location” is to the field or playing area and know how long it takes to get to that safe structure or location. Safe structure or location is defined as:

- ▶ Any building normally occupied or frequently used by people, i.e., a building with plumbing and / or electrical wiring that acts to electrically ground the structure. Avoid using shower facilities for safe shelter and do not use the showers or plumbing facilities during a thunderstorm.

In the absence of a sturdy, frequently inhabited building, any vehicle with a hard metal roof (not a convertible or golf cart) and rolled-up windows can provide a measure of safety. A vehicle is certainly better than remaining outdoors. It is not the rubber tires that make a vehicle a safe shelter, but the hard metal roof which dissipates the lightning strike around the vehicle. Do not touch the sides of any vehicle!

If no safe structure or location is within a reasonable distance, find a thick grove of small trees surrounded by taller trees or a dry ditch. Assume a crouched position on the ground with only the balls of the feet touching the ground, wrap your arms around your knees and lower your head. Minimize contact with the ground because lightning current often enters a victim through the ground rather than by a direct overhead strike. Minimize your body’s surface area and the ground! Do not lie flat! If unable to reach safe shelter, stay away from

the tallest trees or objects such as light poles or flag poles), metal objects (such as fences or bleachers), individual trees, standing pools of water, and open fields. Avoid being the highest object in a field. Do not take shelter under a single, tall tree.

Avoid using the telephone, except in emergency situations. People have been struck by lightning while using a land-line telephone. A cellular phone or a portable remote phone is a safe alternative to land-line phones, if the person and the antenna are located within a safe structure or location, and if all other precautions are followed.

When considering resumption of any athletics activity, wait at least 30 minutes after the last flash of lightning or sound of thunder before returning to the field.

First aid for lightning victims

Prompt, aggressive CPR has been highly effective for the survival of victims of lightning strikes.

- ▶ Lightning victims do not carry an electrical charge and can be safely handled.
- ▶ Call for help. Victims may be suffering from burns or shock and should receive medical attention immediately. Call 9–1–1 or your local ambulance service.
- ▶ Give first aid. If breathing has stopped, administer cardio-pulmonary resuscitation (CPR). Use an automatic external defibrillator if one is available.

For additional information the following websites are helpful:

<https://www.canada.ca/en/environment-climate-change/services/lightning/safety/overview.html>

www.weatheroffice.gc.ca/lightning

SECTION VIII: ADDITIONAL POLICIES

Anti-Bullying

Bullying of any kind is unacceptable and should not be tolerated. Bullying is counterproductive to team spirit and can be devastating to a victim. Canada Soccer is committed to providing a safe, caring, and friendly environment for all participants.

Preventing and reporting bullying and cyber-bullying are core elements of the Respect Training outlined in Section 13.13.

WHAT IS BULLYING?

Although some elements of bullying are included in the Canada Soccer Code of Ethics and Conduct and can be considered a form of harassment, a more specific definition is as follows:

Bullying is the severe or repeated use of oral, written, electronic or other technological expression, image, sound, data or intelligence of any nature (regardless of the method of transmission), or a physical act or gesture, or any combination thereof, directed at another individual that to a reasonably objective person has the effect of:

1. causing physical or emotional harm to the other person or damage to the other person's property;
2. placing the other person in reasonable fear of harm to himself/herself or of damage to his/her property;
3. creating a hostile environment for the other person at any soccer activity;
4. infringing on the rights of the other person at any soccer activity; or
5. materially and substantially disrupting the orderly operation of any soccer activity

The objectives of the Anti-Bullying Policy are:

1. To make it clear that bullying will not be tolerated in any form.
2. To define bullying and educate all coaches, team personnel, athletes, and parents about the types of behaviour that constitute bullying.
3. To inform all coaches, team personnel, athletes, and parents that there is a policy and protocol, should any bullying issues arise.
4. To make clear the responsibility of the organization and coaches, team personnel, athletes, and parents to report bullying.
5. To spread the word that bullying is taken seriously and that all athletes can be assured that they will be supported when bullying is reported.

If bullying does occur, incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a coach, team personnel, or board member.

REPORTING PROCEDURE

An athlete who feels that he or she has been bullied should do one or more of the following things:

- ▶ Talk to their parents;
- ▶ Talk to a coach, Board member, or other designated individual;
- ▶ Write a letter or email to a coach, Board member, or other designated individual;
- ▶ Make a report to their Provincial/Territorial Soccer Organization.

There is no express time limit for initiating a complaint under this procedure, but every effort should be made to bring the complaint to the attention of the appropriate organizational leadership as quickly as possible to stop the bullying behaviour as soon as possible and to make sure that memories are fresh, and behaviour can be accurately recalled.

HOW TO HANDLE BULLYING

If bullying is occurring during team-related activities, STOP BULLYING ON THE SPOT using the following steps:

1. Intervene immediately. It is ok to get another adult to help.
2. Separate the children involved.
3. Make sure everyone is safe.
4. Meet any immediate medical or mental health needs.
5. Stay calm. Reassure the children involved, including bystanders.
6. Model respectful behaviour when you intervene.

If bullying is occurring at the organization or it is reported to be occurring at our organization, address the bullying by FINDING OUT WHAT HAPPENED and SUPPORTING THE CHILDREN INVOLVED using the following approach:

FINDING OUT WHAT HAPPENED

1. First, we get the facts.
 - a. Keep all the involved children separate.
 - b. Get the story from several sources, both adults and children, and gather all available information regarding the circumstances under which the incident occurred.
 - c. Listen without blaming.
 - d. Don't call the act "bullying" while you are trying to understand what happened.
2. Then, determine if it's bullying. There are many behaviours that look like bullying but require different approaches. It is important to determine whether the situation is bullying or something else.
 - a. Review the definition of bullying;
 - b. To determine if the behaviour is bullying or something else, consider the following questions:
 - i. What is the history between the children involved?

- ii. Have there been past conflicts?
- iii. Is there a power imbalance? Remember that a power imbalance is not limited to physical strength and can include things like the “popularity” of the children involved.
- iv. Has this happened before? Is the child worried it will happen again?
- c. Remember that it may not matter “who started it.” Some children who are bullied may be seen as annoying or provoking, but this does not excuse the bullying behaviour
- d. Once you have determined if the situation is bullying, support all of the children involved.

SUPPORTING THE CHILDREN INVOLVED

1. Support the children who are being bullied

- a. Listen and focus on the child. Learn what’s been going on and show you want to help. Assure the child that bullying is not their fault.
- b. Work together to resolve the situation and protect the bullied child. The child, parents, and fellow team members and coaches may all have valuable input. It may help to:
 - i. Ask the child being bullied what can be done to make him or her feel safe. Remember that changes to routine should be minimized. He or she is not at fault and should not be singled out.
 - ii. Develop a game plan. Maintain open communication between the organization and parents. Discuss the steps that will be taken and how bullying will be addressed going forward.
- c. Be persistent. Bullying may not end overnight. Commit to making it stop and consistently support the bullied child.

2. Address bullying behaviour

- a. Make sure the child who engaged in the bullying behaviour understands why his or her behaviour is unacceptable. Young people who bully must learn their behaviour is wrong and harms others.
- b. Show children that bullying is taken seriously. Calmly tell the child that bullying will not be tolerated. Model respectful behaviour when addressing the problem.
- c. Work with the child to understand some of the reasons he or she bullied. For example:
 - i. Sometimes children bully to fit in or to make fun of someone who is different from them. In other words, there may be some insecurity involved.
 - ii. Other times children act out because something else—issues at home, abuse, stress—is going on in their lives. They also may have been bullied. These children may be in need of additional support.
- d. Involve the children who bullied in making amends or repairing the situation. The goal is to help them see how their actions affect others. For example, the child can:

- i. Write a letter apologizing to the athlete who was bullied.
- ii. Do a good deed for the person who was bullied, for the organization, or for others in your community.
- iii. Clean up, repair, or pay for any property they damaged.
- e. Avoid strategies that don’t work or have negative consequences:
 - i. Zero tolerance or “or three strikes, you’re out” are generally unsuccessful strategies. Young people may be less likely to report and address bullying if suspension or getting kicked off the team is the consequence.
 - ii. Similarly, conflict resolution and peer mediation often don’t work for bullying. Bullying is not a conflict between people of equal power who share equal blame. Facing those who have bullied may further upset children who have been bullied.
- f. Follow-up. After the bullying issue is resolved, continue finding ways to help the child who bullied to understand how what they do affects other people. For example, praise acts of kindness or talk about what it means to be a good teammate.
- 3. Support bystanders who witness bullying. Every day, children witness bullying. They want to help, but don’t know how. Fortunately, there are a few simple, safe ways that athletes can help stop bullying when they see it happening:
 - a. Be a friend to the person being bullied.
 - b. Tell a trusted adult — a parent, coach or board member.
 - c. Help the children being bullied get away from the situation. Create a distraction, focus the attention on something else or offer a way for the target to get out of the situation. “Let’s go, practice is about to start.”
 - d. Set a good example by not bullying others.
 - e. Don’t give the bully an audience. Bullies are encouraged by the attention they get from bystanders. If you do nothing else, just walk away.

For a Sample Anti-Bullying Policy, please refer to Section 13.13.

Change Room

Organizations, facility providers, and those with responsibility for children and young people have a general duty of care towards them; however, there are no specific legal requirements regarding the use of changing facilities.

This information is; therefore, intended as a practical guidance to support individuals and organizations to consider issues relevant to their particular context; and to develop and implement policies and procedures that provide a safe environment for children and young people.

Type of facility

A major consideration in establishing a safe use policy for changing facilities is whether or not the facilities will be used exclusively by children's and youth teams or athletes. Typically, this would be the case only if an organization owns or manages its own facility or has negotiated sole use of a more public facility at a particular time. The advantage of this type of arrangement is that it negates any concerns arising from children mixing with adults when changing or showering.

Many changing facilities are also used by other adults (other teams, individual athletes, or members of the public). In these circumstances there is a need for additional steps to be taken to ensure adequate supervision of the children while changing. This will avoid risks associated with mixed-facility use and to prevent or reduce opportunities for unwanted contact between the young people and these adults when changing or showering. It is important for staff/volunteers to balance the need for adequate supervision with the need to ensure children are afforded appropriate levels of privacy.

All facilities should also have a safeguarding policy and procedures for reporting any concerns and staff/volunteers are advised to familiarize themselves with these at the outset.

Issues to consider and address

Adults using the changing rooms at the same time as children

Ideally groups of children and young people should have sole use of changing facilities. This obviates any risks and potential vulnerability associated with mixing with adults or other young people (known or unknown to them) when changing and showering. Even when using public facilities, arrangements can be considered to address any potential concerns:

- ▶ there may be a separate room/facility available for the group
- ▶ it may be possible to negotiate specific time slots for the group to have exclusive use of the changing rooms
- ▶ a team area within the changing facility could be designated and nobody else allowed in that area
- ▶ children and young people may opt to change at home before they arrive for the activity*

*Remember that many children and young people are very self-conscious and anxious about undressing in front of others. Staff/volunteers should consider offering the option of changing at home as a matter of course.

If mixed use of the changing facility is unavoidable, then at least two members of staff (of the same gender as the children) should supervise the group. It is important that staff/volunteers seek to balance the need for adult supervision with the rights of children to privacy in this context.

Supervision in the changing facility may also be necessary when:

- ▶ children are too young to be left alone or change themselves. Organizers of groups of children under eight years should make arrangements for their supervision while changing before and after the

activity. Although most children of school age (four years old) may be capable of changing their clothes, many leisure facilities have established guidelines that any child below the age of eight years must be accompanied.

- ▶ the group includes children with disabilities who require additional support and assistance with changing (note this should be undertaken by prior agreement with their parent or professional carer)
- ▶ children could injure themselves or access a potential risk such as a swimming pool that is unattended
- ▶ there are concerns about bullying, fighting, or other troublesome behaviours taking place which need to be managed.

Who should supervise?

If you have decided that the children and young people need supervision, staff/volunteers should consider who will carry this out. This task provides access to children in circumstances of increased vulnerability and therefore careful consideration should be given to ensuring that those undertaking this task have been properly screened as being suitable to do so.

- ▶ Numbers — organizers are recommended to implement the "Rule of Two" and have more than one adult supervising. In addition to protecting both the children and adults, this will ensure cover in the event of an accident or incident occurring or if one supervisor is called away.
- ▶ Gender — children should be supervised by staff/volunteers of the same gender while changing.
- ▶ Timing — by agreeing to a very clear timetable for use of the changing facilities by children, the supervising adults, and any coaches or officials respectively, the risks associated to any extended contact between the adults and children are minimized.

Carry out safe recruitment practices including:

1. criminal records check for individuals whose roles make them eligible to supervise children by virtue of their role meeting the current definition of regulated activity
2. references — these should include a reference from a recent, previous employer/organization where they have worked with children/young people
3. role description — providing clear details about the boundaries of their role
4. code of conduct — a document that individuals sign that clarifies the standards of behaviour expected of staff/volunteers.

Parents as supervisors

Parents are often involved in supervising children during sports activities and can provide valuable support to organizers and coaches. Where they are responsible only for their own child (or by agreement their relatives' or friends' child/ren) this constitutes a private arrangement outside the responsibility of the activity organizers. However, when

parents undertake a formal supervisory role at the request of or with the agreement of the organizer which includes having responsibility for other people's children, the same steps should be taken to establish their suitability as for any other supervisory position (as outlined above).

Many sports operate mixed gender teams at several age group levels and arrangements to enable the groups to change separately should always be made. Solutions may include:

- ▶ each gender using a different room or facility
- ▶ each gender having a distinct time slot
- ▶ everybody changing at home before they leave
- ▶ each gender having an allocated area of a larger shared facility

USE OF CELL PHONES AND OTHER MOBILE RECORDING DEVICES

Cell phones and other mobile devices with recording capabilities, including voice recording, still cameras and video cameras increase the risk for different forms of misconduct in locker rooms and changing areas. The use of such devices in changerooms is prohibited.

For additional information on photography in changerooms, please refer to Photography.

For additional information on Canada Soccer's commitment to providing a safe, respectful, and inclusive environment as it pertains to changerooms, please refer to the Canada Soccer Guide to Accessibility and Inclusiveness.

For a Sample Changeroom Policy, please refer to Section 13.14.

Travel

During travel, athletes are often away from their families and support networks and the setting, including changerooms, training and competition facilities, vehicles, and hotel rooms, is less structured and familiar. The purpose of a Travel Policy is to establish standards of behaviour and manage expectations of the organization as well as coaches and team personnel, players, and parents. Some important considerations when developing a Travel Policy include:

- ▶ Coaches, team personnel, and athletes must abide by the Canada Soccer Code of Conduct and Ethics as well as the Organization's Code(s) of Conduct at all times.
- ▶ The Travel Policy should establish additional guidelines for safety and behaviour, as necessary.
- ▶ Coaches, team personnel, athletes, and parents should be provided with a copy of the Travel Policy in advance of traveling with a team.
- ▶ All coaches and team personnel must be registered members and properly screened in advance of traveling with a team.
- ▶ The "Rule of Two" must always be adhered to during travel, meaning that no coach or team personnel should ever be alone with an athlete unless the coach or team personnel is the parent, guardian, sibling, or spouse of that athlete.

- ▶ Room checks, and team meetings and other activities must maintain the "Rule of Two" and should be conducted in an open and observable environment whenever possible.
- ▶ Athletes should not ride in a coach's vehicle without another adult present who is the same gender as the athlete.
- ▶ During overnight team travel, if athletes room with other athletes they must be of the same gender and should be a similar age.
- ▶ There should be no male athletes in female athlete's rooms and no female athletes in male athlete's rooms (unless the other athlete is a sibling or spouse of that particular athlete).
- ▶ Coaches and team personnel must not share a hotel room or other sleeping arrangement with an athlete unless the coach or team personnel is a parent, guardian, sibling, or spouse of that athlete.
- ▶ Coaches and team personnel (including chaperones) should stay in rooms nearby to athletes and provide athletes with room numbers in case of emergency.
- ▶ Curfews should be established by the team and/or organization for each day of the trip.
- ▶ Athletes should remain with the team at all times during the trip unless permission is granted to leave the team by a coach or team personnel.
- ▶ When visiting public places such as shopping malls, movie theatres, etc., athletes should stay in groups of no less than three people. Groups of athletes under the age of 12 should accompany by an adult

For a Sample Travel Policy, please refer to Section 13.15.

Electronic Communication and Social Media

With the prevalence of electronic communication and social media in today's world, for many organizations, coaches, and athletes this is their primary method of communication. While the value of these methods of communication is acknowledged, it must also be recognized that there are associated risks that must be considered when adults use these methods to communicate with minors.

Appropriate electronic communications and social media use as well as preventing and reporting cyber-bullying are core elements of the Respect Training outlined in Section IV.

All communications between a coach or other adult and an athlete must be professional in nature and for the purpose of communicating information about team activities. The content and intent of all electronic communications must adhere to the Canada Soccer Code of Conduct and Ethics as well as the Organization's Code(s) of Conduct.

Some guiding principles for communication between adults and minors include the following:

- ▶ Is this communication something that someone else would find appropriate or acceptable in a face-to-face meeting?
- ▶ Is this something I would be comfortable saying out

loud to the intended recipient of my communication in front of the intended recipient's parents, other coaching staff, or other athletes?

- ▶ Is this something I would be comfortable with if it were on the front page of my local newspaper?
- ▶ Electronic communications between adults and minors should always be Transparent, Accessible and Professional.

Transparent: All electronic communication between coaches and athletes should not only be clear and direct, but also free of hidden meanings, innuendo and expectations.

Accessible: All electronic communication between coaches and athletes should be considered part of the Organization's records. Another coach or parent must be included in the communication so that there is no question regarding accessibility.

Professional: All electronic communication between a coach and an athlete should be conducted professionally. This includes word choices, tone, grammar, and subject matter that model the standards and integrity of a coach.

FACEBOOK AND SIMILAR SITES

Coaches and Team Personnel may have personal Facebook (or other social media site) pages, but they are not permitted to have any athlete member of the organization join their personal page as a "friend." A coach should not accept any "friend" request from an athlete, and the coach should remind the athlete that this is not permitted. Coaches and athletes are not permitted to "private message" each other through Facebook. Coaches and athletes are not permitted to "instant message" each other through Facebook chat or other IM method.

Coaches are encouraged to set their pages to "private" to prevent athletes from accessing the coach's personal information.

If the organization has an official Facebook page, athletes and their parents can "friend" the Club for information and updates on team-related matters.

TWITTER

Best Practice: The Organization has an official Twitter page that coaches, athletes and parents can follow for information and updates on team-related matters. Coaches are not permitted to follow athletes on Twitter. Coaches and athletes are not permitted to "direct message" each other through Twitter.

Alternative Option: Coaches and athletes may follow each other on Twitter. Coaches and athletes are not permitted to "direct message" each other through Twitter. In addition, coaches may wish to consider separating personal and professional social media accounts. While professional accounts may be helpful in sharing information relating to the team, depending on how social media is used and views being expressed, it may not be desirable or appropriate for athletes to follow a coach's personal account.

TEXTING

Subject to the general guidelines mentioned above, texting is allowed between coaches and athletes only for the purpose of communicating information directly related to team activities. As outlined above, texts between adults and minors should always be Transparent, Accessible and Professional.

EMAIL

Athletes and coaches may use email to communicate. When communicating with an athlete through email, a parent, another coach or team personnel must also be copied.

REQUEST TO DISCONTINUE ALL ELECTRONIC COMMUNICATIONS

The parents or guardians of an athlete may request in writing that their child not be contacted by coaches through any form of electronic communication.

For a Sample Electronic Communication Policy, please refer to Section 13.16.

Photography

Parents and young people generally welcome opportunities to celebrate or publicize their involvement and achievements when taking part in sport by photographing children at events. Sports organizations may also want to promote their activities to encourage participation.

For these reasons, Canada Soccer does not advocate the banning of photography or the use of images and videos of children.

This guidance will help organizations ensure they are taking all necessary steps to protect children and young people from the inappropriate use of their images in resources and media publications, on the internet and elsewhere.

What are the risks?

Children may be identified, contacted or groomed

Including the child's personal information (full name, address) alongside their image can make them identifiable and therefore vulnerable to individuals looking to locate, contact or 'groom' children for abuse. Even if personal details are kept confidential, other details identifying the sports organization, school or club, or their favourite sportsperson or team, can also be used to groom the child.

There's increased risk of identification of, and contact with, a child:

- ▶ by someone in circumstances where there are legal restrictions — such as if the child is in local-authority care or placed with an adoptive family
- ▶ where it's potentially dangerous to reveal the child's whereabouts to an estranged parent due to previous concerns about domestic violence

Someone might make inappropriate or illegal images of children

Photo or video content may itself be inappropriate, or images may be used inappropriately or out of context. Some individuals deliberately target sports activities and set out to take inappropriate photos in ways that are potentially illegal and harmful, such as:

- ▶ images of children changing
- ▶ photos taken in washrooms
- ▶ images that appear ambiguous can be used inappropriately and out of context by others (for example, images from some angles of athletes participating in sport)
- ▶ images can easily be copied and edited, perhaps to create child-abuse images
- ▶ images shared privately online can be re-shared, possibly entering the public domain on websites or social media

Using images of young people for publication, promotion or coaching

Organizations benefit from using images of young participants to promote and celebrate activities, events and competitions. Some coaches also find it helpful to use photographs or videos as a tool to support a young athlete's skill development; however, the use of photos and videos on websites and social media, and in posters, the press or other publications, can pose direct and indirect risks to children and young people if not managed correctly.

Organizations wishing to use or permit the use of images of children involved in their activities must have a policy in place to safeguard them. They also need to consider whether parental permission for photography should be sought and take storage and privacy considerations and additional concerns about young athletes into account.

Minimizing the risks

- ▶ think carefully before using any images showing children and young people on your website, social media or other publications
- ▶ choose images that present the activity in a positive light, and promote the best aspects of the sport and organization
- ▶ don't supply full names of children along with the images, unless:
 - ▶ it's considered necessary — such as for elite young athletes
 - ▶ it's in the child's best interests
 - ▶ the child and parent have consented
- ▶ only use images of children in suitable dress or kit, including recommended safety wear such as shin pads
- ▶ avoid images and camera angles that may be more prone to misinterpretation or misuse than others

- ▶ consider using models or illustrations if you are promoting an activity, rather than the children who are actually involved in it
- ▶ provide coaches who use images of athletes as part of their training with clear guidelines by which they are required to comply, including: use of the images, consents, and retention, safe storage and confidentiality

Using official or professional photographers

Organizations should establish and clarify many of these points as part of the commissioning or contracting process:

- ▶ inform parents and children that a photographer will be in attendance
- ▶ ensure parents and children consent to both the taking and publication of films or photos
- ▶ check the photographer's identity, the validity of their role, and the purpose and use of the images to be taken
- ▶ issue the photographer identification, which must be worn at all times
- ▶ provide the photographer with a clear brief about what is considered appropriate in terms of image content and their behaviour
- ▶ clarify areas where all photography is prohibited (washrooms, changing areas, first aid areas, etc.)
- ▶ inform the photographer about how to identify — and avoid taking images of — children without the required parental consent for photography
- ▶ don't allow unsupervised access to children or one-to-one photo sessions at events
- ▶ don't allow photo sessions away from the event — for instance, at a young person's home.
- ▶ clarify issues about ownership of and access to all images, and for how long they'll be retained and/or used

Responding to concerns

All staff, volunteers, children, and parents should be informed that if they have any concerns regarding inappropriate or intrusive photography (in terms of the way, by whom, or where photography is being undertaken), these should be reported to the event organizer or another official.

There must be a safeguarding procedure in place to ensure that reported concerns are dealt with in the same way as any other child-protection issue. If there are concerns or suspicions about potentially criminal behaviour this should include referral to the police.

When to seek parental permission

Close-up images

- ▶ Seek parents' consent to take and use images of individual or smaller groups of participants in which their child would easily be recognisable.

- ▶ Let parents know how, where, and in what context an image may be used — for example, on a public website, through social media, or in a printed resource.
- ▶ Make parents aware of your policy on using children's images, and of the way these represent the organization or activity
- ▶ complete a parental consent form for use of images of children, possibly as part of the process for registering and consenting the child's participation in the activity or event

General images of events

At many events, organizers will wish to take wide-angle, more general images of the event, the site, opening and closing ceremonies, etc. It's usually not reasonable, practical or proportionate to secure consent for every participating child in order to take such images, or to preclude such photography on the basis of the concerns of a small number of parents. In these circumstances, organizers should make clear to all participants and parents that these kinds of images will be taken, and for what purposes.

What to do when parental consent is not given

Organizers have a responsibility to put in place arrangements to ensure that any official or professional photographers can identify (or be informed about) which children should not be subject to close-up photography.

This could involve providing some type of recognizable badge, sticker or wrist band, and/or a system for photographers to check with the activity organizer and/or coach or team personnel to ensure it is clear which groups or individuals should not feature in images.

Secure storage of images

Images or video recordings of children must be kept securely:

- ▶ hard copies of images should be kept in a locked drawer
- ▶ electronic images should be in a protected folder with restricted access
- ▶ images should not be stored on unencrypted portable equipment such as laptops, memory sticks or mobile phones

Avoid using any personal equipment to take photos and recordings of children — use only cameras or devices belonging to your organization.

If you're storing and using photographs to identify children and adults for official purposes — such as identity cards — ensure you comply with the legal requirements for handling personal information.

Photography by parents and spectators at events

Most spectators — especially competitors' family and friends — will want to take photos or videos at sports events.

Organizations responsible for sports and activity events must have a photography policy and procedures in place to safeguard children. As part of their planning process, they'll need to factor in any additional facility or venue policies, as well as determine what stance to take on when photography by the public is allowed.

Although parental consent is not required for photography by the public, event organizers should make the photography policy clear to all participants and parents ahead of the event.

Minimizing the risks

- ▶ Decide on a spectator photography policy during the planning stages of the event:
 - ▶ a total ban on any photography
 - ▶ registration of individuals who intend to take photos
 - ▶ no overall public photography ban for the event
 - ▶ the event venue is a public area, so no ban is possible
- ▶ clarify and promote the photography rules for the event to all staff, volunteers, spectators, parents, and young participants
 - ▶ in these rules, include areas where photography is banned
- ▶ warn parents and spectators that there can be negative consequences to sharing images linked to information about their own or other people's children on social media (Facebook, Twitter) — and care should be taken about 'tagging'
- ▶ establish procedures to respond to and manage any concerns arising, including clear reporting structures and a system to contact police when necessary

Recruitment and Scouting

Policies for Recruiters

- ▶ All College and University recruiters should provide advance notification of their attendance to the event organizers via e-mail.
- ▶ All registered scouts should receive accreditation and information packages upon their arrival at the competition.
- ▶ Upon receiving consent from a coach or team administrator, recruiters can approach players at the completion of a match. Any approach made to a player must be in the presence of a coach, team administrator, or parent/guardian.
- ▶ Once an athlete has formally committed to a club, college or university, that individual is no longer available to be recruited by other clubs or institutions.

Policies for Coaches and Players

- ▶ Coaches should educate players and parents on the standard recruitment practices.
- ▶ Coaches should not prevent the recruiters from contacting their players, however, coaches do reserve the right to dictate or limit the amount of contact the recruiter has with their players.
- ▶ Should a player be approached by a recruiter without consent from a coach or administrator, the player is responsible for informing their coach/administrator of the meeting.

Policies for Event Organizers

- ▶ Event organizers reserve the right to deny access to recruiters who are deemed to have broken the scouting and recruiting policies.

SECTION IX: PSYCHOLOGICAL SAFETY

Alongside physical safety, ensuring good psychological health and safety in the workplace is vitally important for all Canadians. The National Standard of Canada for Psychological Health and Safety in the Workplace (the Standard) is the first of its kind in the world and provides a set of voluntary guidelines, tools, and resources intended to guide organizations in promoting mental health and preventing psychological harm at work.

Launched in January 2013, the Standard has garnered uptake from coast to coast to coast, internationally, and across organizations of all sectors and sizes.

Psychological health and safety (PHS) is embedded in the way people interact with one another on a daily basis. It is part of the way working conditions and management practices are structured. Bearing this in mind, mental health is a significant challenge across workplaces. The Canadian Mental Health Commission has reported that, in any given year, one in five people in Canada will experience a mental health problem or illness, with a cost to the economy well in excess of 50 billion dollars.

For more information on psychological safety in the workplace and the National Standard of Canada for Psychological Health and Safety in the Workplace please visit <https://www.mentalhealthcommission.ca/English/focus-areas/workplace>.

Respect in the Workplace

Employers are required by the Canadian Human Rights commission and Canada Labour Code to develop their own harassment policies and provide anti-harassment, bullying and discrimination training.

Respect in the Workplace was developed to provide organizations, of all sizes, with a standard, cost-effective tool to empower their team with the skills to prevent bullying, abuse, harassment and discrimination (BAHD) and:

- ▶ Create Stronger Corporate Culture and Reputation
- ▶ Strengthen Attraction and Retention of Employees
- ▶ Enhance Organizational Health
- ▶ Reduced Illness and Absenteeism
- ▶ Increased Productivity and Profitability
- ▶ Improve Team Communication
- ▶ Comply with Canadian Labour Code
- ▶ Increase Morale
- ▶ Mitigate Legal Liability
- ▶ Create a Psychologically-Safe Work Environment

For additional information on the Respect in the Workplace program, please refer to Section IV. To complete Respect in the Workplace training, please visit [Canada Soccer Respect in the Workplace](#).

SECTION X: RESOURCES FOR COACHES AND SPORT LEADERS

Respect in Sport — Activity Leader Program

RESPECT IN SPORT FOR ACTIVITY LEADERS AND COACHES offers an engaging and easy to use internet-based training course for sport leaders of all levels. The intent of this training is to:

- ▶ Empower and educate youth leaders/coaches on the prevention of abuse, bullying and harassment.
- ▶ Build a holistic culture of respect within the sport community.
- ▶ Provide fundamental training tools which enable ALL coaches and youth leaders to become even better role models for the young athletes in their care.

To take the Respect in Sport — Activity Leader Program, please contact your PTSO.

Respect Resource Line

RESPECT RESOURCE LINE provides bilingual responses to calls or email 365 days a year by expert staff who will guide you to the necessary resources pertaining to;

- ▶ Child and youth maltreatment
- ▶ Bullying
- ▶ Hazing
- ▶ National/Provincial child and youth protection laws
- ▶ Organization-specific risk management and dispute resolution models

The nation-wide, toll-free, Respect Resource Line will be made available to all Coaches and Activity Leaders who have been trained in the Respect in Sport Activity Leader Program.

The Respect Resource Line is confidential and anonymous. Individuals who access the Respect Resource Line are not required to disclose their identified.

In the event you are faced with a situation involving maltreatment and are unsure how to proceed, the Respect Line is available 365 days per year to assist. This line is not for technical support but offers connection to resources to help deal with your situation.

TOLL FREE: 1-888-329-4009

TEXT: 1-306-717-9636

resourceline@respectgroupinc.com

Commit to Kids — Steps for Reporting Child Sexual Abuse for Coaches

Commit to Kids — Steps for Reporting Inappropriate Behaviour for Coaches

SECTION XI: RESOURCES FOR PARENTS

Respect in Sport — Parent Program

RESPECT IN SPORT PARENT PROGRAM compliments the Activity Leader & Coach program by reinforcing a parent's role in their child's activities. It empowers parents to:

- ▶ Ensure the safety and well-being of their children.

- ▶ Encourage proper communication with officials and coaches.
- ▶ Make sport and recreation result in a positive experience for all.

To take the Respect in Sport — Parent Program, please [click here](#).

Commit to Kids — Parent Resource

Sports. Kids' clubs. Camps. Daycares. Community centres. After-school programs. Like most children, your child is likely involved in daily activities and extra-curricular programs that require them to spend time outside of the home, supervised by adults other than you.

Do you know what your child's organization does to ensure their environment is a safe one? Is your child safe? As a parent, you have a responsibility to ensure you choose organizations that have effective child protection measures in place. The Commit to Kids program is here to help.

For more information on the Commit to Kids — Parent Resource please [click here](#).

Commit to Kids — Reporting Child Abuse and Misconduct for Parents

SECTION XII: RESOURCES FOR CHILDREN

Kids Help Phone

Kids Help Phone is Canada's only national 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. Their service is completely anonymous and confidential — they don't trace calls or have call display. Callers don't even have to tell they their name if they don't want to.

Created in 1989 to provide a way for young people to confidentially report abuse, Kids Help Phone provides free, accessible support to any young person reaching out, anywhere in the country. Since its creation, Kids Help Phone has evolved their response and solutions, always focused on staying relevant to youth, recognizing the complexity of issues they face and ensuring counsellors are ready to address the continuum of emotional and mental health needs from crisis situations to the everyday concerns of growing up.

Young people in need of support can contact Kids Help Phone 24 hours a day, 7 days a week and 365 days a year at 1-800-668-6868.

For additional information on Kids Help Phone, please visit <https://kidshelpphone.ca>.

Commit to Kids — Safety Rocks

Safety Rocks is an activity book for children ages 8 and 9. The activities are designed to teach children that using safety habits everyday helps keep them safe.

Download for free: https://protectchildren.ca/pdfs/SafetyRocks_ActivityBook_en.pdf

Order free copies: <https://protectchildren.ca/app/en/order?action=view&productid=284>

Commit to Kids — Zoe & Molly Online Comic Books

The Grade 3 Zoe & Molly Online comic book was created to help children aged 8 and 9 understand that some content online can be inappropriate, and that it is okay to talk to a safe adult when exposed to harmful content.

Download for free: https://protectchildren.ca/pdfs/ZM_ZoeAndMollyComic_Grade3_en.pdf

Order free copies: <https://protectchildren.ca/app/en/order?action=view&productid=17>

The Grade 4 Zoe & Molly Online comic book reinforces one of the 7 Root Safety Strategies, "If asked to share and your parents aren't aware, say NO." It was created to help teach children in aged 9 and 10 about risks associated with sharing personal information and sending pictures online.

Download for free: https://protectchildren.ca/pdfs/ZM_ZoeAndMollyComic_Grade4_en.pdf

Order free copies: <https://protectchildren.ca/app/en/order?action=view&productid=18>

Commit to Kids — Be Smart, Strong & Safe

Be Smart, Strong & Safe is a child sexual abuse prevention book that has been designed for children aged 11 and 12. Through a number of age-appropriate and engaging activities, youth will learn about appropriate boundaries between adults and children; how to recognize behaviours and situations that present risk; and how to talk to a safe adult when someone breaks boundaries.

Download for free: https://protectchildren.ca/pdfs/SmartStrongSafe_ActivityBooklet_en.pdf

Order free copies: <https://protectchildren.ca/app/en/order?action=view&productid=64>

Commit to Kids — What's the Deal

What's the Deal is an activity book that has been designed for youth aged 13 and 14. Through a number of age-appropriate and engaging activities, youth will learn about healthy relationships, identifying safe adults, and responding to unsafe situations.

Download for free: https://protectchildren.ca/pdfs/WhatstheDeal_en.pdf

Order free copies: <https://protectchildren.ca/app/en/order?action=view&productid=241>

Commit to Kids — It is a Big Deal

It is a Big Deal is an activity book that has been designed for youth in aged 15–17. Through a number of age-appropriate and engaging activities, youth will learn about love vs. control in dating relationships, Canada's sexual consent laws and identifying when and how to get help.

Download for free: https://protectchildren.ca/pdfs/ItisaBigDeal_en.pdf

Order free copies: <https://protectchildren.ca/app/en/order?action=view&productid=242>

NeedHelpNow.ca

<https://needhelpnow.ca> is a website is designed to provide youth (13 to 17 years old) with practical steps to regain control over a situation in which they or someone they know has been negatively impacted by a sexual picture/video being shared by peers. This includes information about contacting websites/online services to request a picture/video be removed, dealing with peers who may have seen or be sharing the content, the importance of emotional support, and information on certain criminal offences. The site also provides resources for parents and safe adults who are assisting youth involved in these types of instances.

SECTION XIII: TOOLS AND TEMPLATES

13.1 Child Protection Questionnaire (Commit to Kids)

13.2 10 Steps to Creating a Code of Conduct (Commit to Kids)

1. Carefully read over the sample code of conduct provided below
2. Use the sample policy to guide you in creating your own code of conduct. Carefully tailor it to fit the services of your organization
3. Create an opening paragraph that highlights your organization's commitment to child protection.
4. Clearly state employee/volunteer behaviour that is expected.
5. Clearly state employee/volunteer behaviour that is unacceptable.
6. Clearly state situations and public perception that should be considered.
7. Clearly state the action that will be taken if an employee/volunteer does not follow the code of conduct.
8. Be sure to include any behaviours or situations specific to your organization that present risk and that need to be reinforced in a stronger manner (working with vulnerable children, sleeping arrangements, transportation, etc.).
9. Have the code of conduct reviewed by legal counsel.
10. Include the code of conduct in your Child Protection Manual.

13.3 Sample Code of Conduct to Protect Children (Commit to Kids)

13.4 Sample Guidelines for Adults Interacting with Children in Sport (Commit to Kids)

13.5 Job Application Form (Commit to Kids)

13.6 Screening Disclosure Form (adapted from Hockey Canada)

13.7 Graduated Return to Play Protocol

13.8 Emergency Action Plan

13.9 Field Inspection Sheet

13.10 Player Medical Information Sheet (adapted from Hockey Canada)

13.11 Player Injury Log (adapted from Hockey Canada)

13.12 Return to Play Letter

13.13 Sample Anti-Bullying Policy (Ottawa South United Soccer Club)

13.14 Sample Change Room Policy (BC Hockey)

13.15 Sample Travel Policy (USA Swimming)

13.16 Sample Electronic Communication and Social Media Policy (Prairie Soccer Club)

THANKS TO:
THE ONTARIO SOCCER
ENABLING CHANGE WORKING GROUP

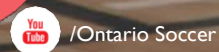
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ACHIEVING ACCESSIBILITY

A GUIDE FOR SOCCER CLUBS
& ACADEMIES

PROGRAM GUIDELINES
& AODA REQUIREMENTS

This training resource is not legal advice and should you require assistance in interpreting the legislation or the regulation, please contact your legal adviser. This resource has been created to assist in understanding the legislation and/or regulation and does not replace the official version of the Integrated Accessibility Standards Regulation, Ontario Regulation 191/11 and the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). If there is any conflict between this resource, the Integrated

Accessibility Standards Regulation and the AODA, the regulation and the AODA are the final authorities.

This resource may be used for non-commercial, not-for-profit purposes only in assisting organizations in meeting the requirements of section 7 under Integrated Accessibility Standards Regulation 191/11.

PLEASE NOTE THIS DOCUMENT IS AVAILABLE IN ACCESSIBLE FORMAT UPON REQUEST. CONTACT US AT 905-264-9390 AND/OR ASK@ONTARIOSOCC.NET FOR MORE INFORMATION.



Play.

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INTRODUCTION

THIS GUIDE HAS BEEN DEVELOPED BY ONTARIO SOCCER

Accessible Soccer is the beautiful game, for all. Ontario Soccer believes that the intention of any accessible and inclusive soccer program should focus on providing an opportunity for players in their own community to discover soccer, develop skills, and build friendships as part of a team.

This Guide will assist Soccer Clubs in generating awareness about Accessible Soccer as well as assist all Soccer Clubs and District Associations to meet the Accessibility for Ontarians with Disabilities Act requirements outlined under Section 7 under the AODA Integrated Accessibility Standards Regulation (IASR) by 2025.

- Simple steps for any club to start an accessible program
- Accessible on-field practices
- Training Match Officials, Coaches, Staff, and Volunteers on Accessibility
- Accessible equipment
- Resources
- Off-field policies compliance with AODA

The necessity for accessible soccer is growing at an exponential rate and Ontario Soccer is up for the challenge. Accessible Soccer programs now exist in over 20 Clubs across Ontario and this guide will assist your Club to start its own accessible programs including:

We hope this Guide will help build an Accessible Soccer program in your Club while ensuring that your Club, as a whole, is compliant and understanding of the requirements under the Accessibility for Ontarians with Disabilities Act (AODA). Enabling Change Working Group Ontario Soccer.



In 2005, the Government of Ontario passed the **Accessibility for Ontarians with Disabilities Act (AODA)**. Its goal is to make Ontario accessible by 2025, by creating and enforcing accessibility standards.

These standards are rules that businesses and organizations in Ontario must follow to identify, remove and prevent barriers so that people with disabilities will have more opportunities to participate in everyday life. Standards address key areas of daily life, such as customer service, information and communications, and employment.

Several accessibility standards are contained in one regulation under the AODA called the **Integrated Accessibility Standards Regulation, also known as the IASR**. The IASR is now law.

WHAT ARE SOME OF THE BASIC CHANGES THAT CLUBS/DISTRICTS CAN ADDRESS TO ENSURE COMPLIANCE?

THREE-STEP AODA COMPLIANCE PLAN

Depending on the size of your organization, you have different requirements under the legislation. For more information on your requirements visit [ontario.ca/accessibility](https://www.ontario.ca/accessibility). Clubs/Districts are not required to retrofit public spaces to meet the requirements. This means that your club/district is not required to alter its public spaces if it has no plans to do so.

AODA compliance is all about “Accessibility and Inclusivity” for all participants in our sport. Here are some quick steps towards compliance.

1. Update your **ACCESSIBLE CUSTOMER SERVICE** Policy and any related documentation. It is best practice to have a hard copy to communicate the details more effectively and to ensure that the guidelines are followed. <https://www.ontario.ca/page/how-make-customer-service-accessible> is great place to start.



2. All employees and volunteers should receive basic training on accessible customer service. accessforward.ca is a fantastic resource.



3. Ensure that your accessible customer service policies and procedures are enforced, and employees use their training.



REFER TO APPENDIX D:
CUSTOMER SERVICE

PLAYER RECRUITMENT

HERE ARE SOME COMMON, AND NOT SO COMMON PLACES TO HELP GROW YOUR POOL OF PLAYERS:

- Within your Club/District
- Community Organizations
- Elementary & High Schools
- Special Needs Programs/ Organizations, such as Social Services and Autism Ontario
- Rec Centres
- Special Needs Schools
- Cerebral Palsy Association
- CNIB
- Children's Hospitals

CONTACT DETAILS FOR MANY ORGANIZATIONS CAN BE FOUND ON PAGE 22

BUDGET: EXAMPLE

EXPENDITURE:	PROFITS:
Ontario Soccer Registration	Program Fees
Governing Body Registration	Sponsorship
Uniforms	Donations
Award Pictures	Fundraisers
Equipment	Grants that support communities
Administration	
Coaches	

REGISTRATION & INSURANCE:
Everyone participating on the field during the session, including Players, Coaches, Volunteers, Parents, Siblings and Match Officials must be registered with Ontario Soccer through your District Association.



PLAYER RECRUITMENT

PLAYERS MAY HAVE A RANGE OF ABILITIES. THE IMPORTANT THING IS TO ASK QUESTIONS BEFORE YOU START.

Some players may experience physical barriers that result from disabilities. Players who have visual impairments or hearing impairments, or people with mobility-related disabilities can still enjoy the game of soccer. The same is true of players who might experience barriers that result from cognitive or developmental disabilities.

PLAYERS BASICS FOR INCLUSIVITY

- Have UNIFORMS FOR PLAYERS so they see themselves as part of a team (sorted & packaged uniforms together for distribution)
- Player Book will make them feel like they're part of a TEAM
- Clubs have started creating their own Player Books to best serve this group.

DIFFERENT FORMS OF COMMUNICATION WITH PLAYERS/PARENTS IS KEY!

- - Create Monthly Newsletters - send parents by email or hard copies as well.
 - Use social media Facebook, Twitter, a Blog and/or Website to share pictures and team information
 - Develop an email list for Volunteers, Athletes, and Parents
 - Dates to Remember (Picture Day, festival, club events)
 - Request for feedback and comments
- It is important to note that communication must be open with players of all abilities to understand individual needs



RECRUITMENT

- Look within your club for Coaches that have the right personality or parents who are passionate about accessible sport.
- Look within the accessible sport community (Teaching Assistants, Hospitals)
- Post flyers at local community centres, colleges, and universities for "DSW" (Developmental Support Worker) students or graduates.

BASIC TRAINING

- Ontario Soccer Courses Coaching levels
- Physical Literacy
- Run, Jump, Throw Program
- National Coach Certification Program/ Special Olympics

COMPREHENSION TRAINING

- Accessibility Training
- CPR / First Aid
- Emergency Safety Building
- Sign Language Classes
- Helping with Seizures
- Blind Football

TRAINING PARTNERS

1. St. John's Ambulance
2. AODA
3. Surrey Place
4. Holland Bloorview Kids Hospital
5. Autism Ontario
6. Rotary KidsAbility
7. Easter Seals
8. Community Living
9. Sick Kids Hospital / CHEO
10. Cerebral Palsy Association
11. Ontario Blind Sport Association
12. ParaSport Ontario
13. Special Olympics Ontario

VOLUNTEER RECRUITMENT & RETENTION STRATEGY

- Look within your Club - recreational players
 - parent volunteers
 - competitive players
- High school students need COMMUNITY HOURS
- Youth leadership groups
- Active Senior's Groups/Programs
- Siblings and Friends

WHAT DO YOU NEED FROM THEM?

- A Desire to work with athletes with disabilities
- Comfortable being essential 1:1 support
- A Passion for Soccer!

WHAT DO VOLUNTEERS NEED FROM YOU?

- T-shirt / Uniforms
- Name Tags
- Volunteer Community Hours Record Book/Passport
- Maintain contact information and registration
- Accessibility training & support

#1 RULE
START WITH ATHLETE,
STAY WITH ATHLETE,
FINISH WITH ATHLETE!



ADAPTIVE DEVICES

Players may have a wide range of assistive devices. You could see anything from equipment such as:

- Leg braces
- Canes, Crutches, White Cane (for the blind)
- Walkers both with or without wheels
- Manual wheelchairs
- Electric wheelchairs
- Electric Scooters

ADAPTIVE TOOLS

- Visual timers
- Tethers (for players who like to run, pair with a volunteer who's a runner)
- Flashing lights (use for deaf players)
- Colourful equipment
- Beeper systems
- Stickers (to put on the inside of players kicking foot)
- Signage
- Various balls and sizes

These tools are intended to make the game of soccer more fun, accessible and adapt its core principles for players of all abilities.

SOCCER BALLS

- 1 PER PLAYER

Can also use foam balls, beach balls etc. depending on athlete's needs. Can work with athlete to determine what suits them best.

SESSION FOR 12 ATHLETES

25 small cones
2 white boards,
10 large cones
2 first aid kits,

4 mini nets
1 parachute,
6 poles,
1 Tunnel,
1 ladder,
6 hoops,
6 hurdles

ON FIELD EQUIPMENT

SEE APPENDIX A
PRACTICE COMPONENTS

ADAPTIVE TIPS

-
- HOW TO MAKE ACCOMMODATIONS
- Use single ladder or rungs only to accommodate walkers, crutches, canes
- Use small disc cones to assist walkers or manual wheelchairs
- Use foam balls or beach balls
- Slow everything down. Walk instead of run (players still get the same experience)
- Holding hands to help with balance
- Step-overs in place of jumps
- Volunteers assist Player in front or sides

EXAMPLE SESSION PLAN

A SECOND EXAMPLE CAN BE FOUND ON PAGE 24

1) WARM UP - 5 MINUTES

- Everyone stretches - allow players to demonstrate an exercise to the group.

REMINDER: Stretches are important for children with disabilities too!

2) PHYSICAL LITERACY - 15 MINUTES

- 4-5 stations, players in small groups or on own follow drills.
- Encourage running, jumping, hopping, skipping, throwing, catching based on abilities
- Change in direction- forwards, backwards, sides.
- Challenge with timers.
- Competition between players.

3) TECHNICAL/SKILLS DEVELOPMENT - 15 MINUTES

- 2 stations - coaching points - dribbling, shooting, receiving, passing.
- Use drills that focus on the same coaching points and skills being taught.
- Introduce "NEW" drills 1 at a time.
- Use stickers on foot to encourage proper touch (inside, outside, laces)
- Demonstrate step-by-step instructions.

4) SMALL SIDED GAMES - JR'S 3 VS 3, SR'S 5 VS 5

Benefits include:

- Increases touches on the ball.
- No keepers allow for more opportunities to score.
- Allows for space and support coaches.

YOUR IMAGINATION IS LIMITLESS!



ACCESSIBILITY POLICIES

YOU: Clubs/Districts provide great services, facilities to our local communities.

We can all follow AODA regulations and reach our goal of being accessible to everyone.

Club/Districts must develop accessibility policies describing what you do, or intend to do, to meet the requirements of the regulation. These policies serve as rules that guide your organization's everyday practices.

AN EXAMPLE OF A POLICY MIGHT BE:

- Clubs will meet the information and communication needs of people with disabilities by providing, upon request, information and communications materials in accessible formats or with communication supports.
- A counter/front desk should have a service area lower for individuals with disabilities, so they can inquire/purchase club/district services face-to-face with staff. (More details on page 21) People with disabilities should be able to use all areas of your facility as independently and securely as possible.
- Club/Districts shall "have regard" for people with disabilities when DESIGNING, PROCURING, OR ACQUIRING facility equipment/furnishings. This means clubs must consider what accessibility features they could build into their facilities to best meet the needs of their customers and clients.

For more information, visit ontario.ca/access

EDUCATION / TRAINING

RESOURCES AND MATERIALS

If you belong to an educational or training institution and a student notifies you of a need due to a disability, you must provide learning resources or materials, as well as student records and program information, in an accessible format that takes into account their accessibility needs. The most important thing is to work with the individual requiring the information to best determine what best fits their needs.

You can provide the student with an accessible or conversion-ready electronic format where available, or a comparable resource in an accessible or conversion-ready format if the resource cannot be obtained or converted into an accessible format.

TRAINING

Clubs/Districts must provide training to ALL existing and new employees and volunteers on the requirements of the regulations as it relates to a person's duties – and on the Ontario Human Rights Code as it relates to people with disabilities.

Also, people who participate in developing your Club's/District's policies, provide services or facilities on your Club's behalf. In addition, training must be updated when your accessibility policies change.



In the information age, we all rely on easy access to information. The Information and Communications Standard outlines how Clubs/Districts will be required to create, provide and receive information and communications in ways that are accessible for people with disabilities.

HERE ARE THE REQUIREMENTS:

ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS

When requested, you must provide information and communications in an accessible manner to people with disabilities. Alternatives to standard print are often referred to as accessible formats, and ways to help communication between people are referred to as communication supports.

QUICK FACT

Some examples of accessible formats and communication supports: reading written information to a person directly, large print, text transcripts of audio or visual information, handwritten notes instead of spoken word, information written in plain language and/or an electronic document formatted to be accessible for use with a screen reader.

When a request is received, you must consult with the person to determine their accessibility needs. You have the flexibility to determine the most appropriate accessible format or communication support depending on the accessibility needs of the person and the capability of your organization to deliver.

Accessible formats and communication supports must be provided in a timely manner and at a cost that is not more than the regular costs charged to other people.

INFORMATION & COMMUNICATIONS STANDARD

EMPLOYMENT STANDARD

The Ontario Human Rights Code requires all employers to meet the accommodation needs of employees with disabilities to the point of undue hardship. The Employment Standard builds on this requirement. It requires employers to have processes in place to determine an employee's accommodation needs through all stages of the employment cycle.

INFORMING EMPLOYEES OF SUPPORTS

Clubs/Districts must inform ALL employees, both new and existing, of their accessible employment practices. This includes, but is not limited to, policies on providing job accommodations that take into account an employee's accessibility needs due to disability. This will make all employees aware of how the clubs/districts will support them if they have a disability – or should they acquire a disability later in their career.

RECRUITMENT, ASSESSMENT OR SELECTION PROCESS

When planning your accessible recruitment process, there are three requirements to follow:

- When advertising job positions, notify employees and the public that accommodations for job applicants with disabilities are available on request for your recruitment process.
- When inviting job applicants to participate in the selection process, inform them that accessibility accommodations are available on request for interviews and other selection processes.
- When offering a job to a successful applicant, inform them of your club's policies on accommodating employees with disabilities.

ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS FOR EMPLOYEES

Once hired, employees may request accessible formats and communication supports. This requirement is similar to those in the Information and Communications Standard.

Employers must consult with employees to determine their accessibility needs and how best to accommodate them. Accessible formats and communication supports can be requested for information required for the employee to perform their job, and information generally available to all employees. Employers must check in throughout the process.



PRODUCTS AND PRODUCT LABELING

If your organization shares any information from partners/sponsorships that your Clubs/Districts do not control directly through a contract, then that organization should be made aware of the AODA regulations and convert their materials.

When it's not possible to convert requested materials, you need to provide the individual making the request with an explanation as to why the information are inconvertible, and a summary of the information.

EMERGENCY PROCEDURES

PLANS OR PUBLIC SAFETY INFORMATION

If your Club/District provides emergency procedures, plans or public safety information to the public, you **MUST** provide these in an accessible format, on request.

Real-time emergency information (such as announcements and alarms) is **NOT INCLUDED** IN THIS REQUIREMENT.

WORKPLACE EMERGENCY RESPONSE INFORMATION

Clubs/Districts must provide **INDIVIDUALIZED** workplace **EMERGENCY RESPONSE INFORMATION TO EMPLOYEES WITH DISABILITIES** if the disability makes it necessary, and the club is aware of the need. With the employee's consent, you must ensure the information is shared with anyone designated to assist them in an emergency.

THIS INFORMATION MUST BE REVIEWED WHEN:

- the employee moves to a different location in your club
- the employee's overall accommodation needs are reviewed
- you review your club's/district's emergency

response policies

PLAYER/VOLUNTEER EMERGENCY PROCEDURES

Each facility has their own unique protocols for that building/structure. Please review these protocols with your **PLAYERS, PARENTS and VOLUNTEERS BEFORE** they start with **ANY PROGRAM/TEAM** in your club/district.



ACCESSIBLE PARKING

REQUIREMENTS FOR ACCESSIBLE OFF-STREET PARKING (IE PARKING LOTS)

By law, you must make both on-street and off-street parking accessible if you are:

Building new parking spaces and redeveloping existing parking spaces, and planning to maintain them.

You do not have to change your organization's existing parking areas to comply with the law. Off-street parking facilities must include two types of accessible parking spaces when two or more accessible spaces are required: a wider space with signage that identifies the space as "van accessible", and a standard-width space.

Off-street parking facilities must include a minimum number of each type of accessible parking space, depending on the total number of parking spaces, as outlined in the standard. For example, where there are 1 to 12 parking spaces, the one accessible parking space required must be a wider space; where there are 13 to 100 parking spaces, four per cent must be accessible spaces, with generally equal numbers of wider spaces and standard spaces. Each accessible parking space must be identified with current signage requirements found in Regulation 581 (Accessible Parking for Persons with Disabilities) under the Highway Traffic Act.

The Design of Public Spaces Standard sets requirements for specific features of our physical environment that will make it easier for people with disabilities to move through, use and enjoy what our communities have to offer.

THE SCOPE OF THE REQUIREMENTS

The standard requires organizations to incorporate accessibility when: Building new public spaces, or Making planned significant alterations to existing public spaces.

“Organizations/Clubs are not required to retrofit public spaces to meet the requirements. This means that your organization/club is not required to alter its public spaces if it has no plans to do so.”

Accessibility for elements related to buildings, for example, building entrances, washrooms and barrier-free paths of travel, are NOT addressed in this standard. They are addressed through Ontario’s Building Code.

The standard states that the organization that must comply with the requirements is the one that has authority or approval to **BUILD ON OR MAKE PLANNED SIGNIFICANT ALTERATIONS TO THE PUBLIC SPACE**, but not necessarily an organization that may have approved the construction or otherwise have an interest in the property. This may not necessarily be the owner of the land, but could be the leaseholder or operator.

DESIGN OF PUBLIC SPACES STANDARD

RESOURCES

ACCESSIBLE SPORT ORGANIZATIONS - SPECIAL OLYMPICS OR PARA SPORT

ONTARIO SOCCER CAN PROVIDE GUIDANCE AT ANY TIME: ASK@ONTARIO.CA 905-264-9390			
ORGANIZATION	PHONE NUMBER	WEBSITE	EMAIL
Accessibility Ontario	647-502-7047	accessontario.com	accessibility@ontario.ca
Integrated Accessibility Standards	416-326-1234 1-800-267-8097	ontario.ca/laws/regulation/110191	
Cerebral Palsy Association (multiple)	416-244-9686 1-877-244-9686	ofcp.ca	info@ofcp.ca
Bloorview School Authority	416-424-3831	bloorviewschool.ca	school@hollandbloorview.ca
Holland Bloorview Kids Rehab Hospital	416-425-6220 1-800-363-2440	hollandbloorview.ca	
Grandview (Durham)	905-728-1673 1-800-304-6180	grandviewkids.ca	info@grandviewkids.ca
Sick Kids Learning Institute	416-813-7654 est 228122	sickkids.org/Learning	learn-ing_institute@sickkids.ca
CNIB National Office	416-486-2500 1-800-563-2642	cnib.ca cnib.ca/en/ontario	info@cnib.ca
Ottawa CTC	613-737-0871 1-800-565-4839	octc.ca	info@octc.ca
Kidsability (Guelph, K-W, Fergus)	519-886-8886 1-888-372-2259	kidsability.ca	info@kidsability.ca
Variety Village	416-699-7167	varietyvillage.ca	info@varietyvillage.on.ca
Autism Ontario	416-246-9592 1-800-472-7789	autismontario.com	durham@autismontario.com

CLUBS WITH SPECIAL NEEDS TEAMS

Visit the Ontario Soccer website for details of accessible soccer Club programs across the Province.



SPECIAL NEEDS EQUIPMENT

ORGANIZATION	PHONE #	WEBSITE	EMAIL
Scholar's Choice (multiple stores)	1-800- 265-1095	scholarschoice .ca	web@ scholarschoice .ca
In2sports Soccer	905-669-1005 1-877-699-1002	in2sports.ca	customerservice @in2sports.ca
The Braille Super Store	1-800-987-1231	braillebookstore .com	

APPENDIX A

ALL ABILITIES PROGRAM SESSIONS

3 PRACTICE COMPONENTS

PHYSICAL LITERACY - 25 minutes
(5 x 5 minutes) 2-4 athletes per station
Run - Jump - Throw - change in direction -
forwards, backwards, side to side movements.

TECHNICAL COMPONENT - 10 minutes
(2 x 5 minutes) Dribbling, passing, shooting,
receiving.

GAME SITUATION - 20 minutes

Small sided games ensure inclusion
- encourage team play, be generous with
praise and high 5's.

- 3v3 no keepers
- 4v4 and 5v5 with a keeper
- Create teams based on comparable
size, age and abilities to ensure
appropriate competition.

STATION 1 - LADDERS
JUMPING, HOPSCOTH, HIGH KNEES
ADAPTIVE - use single ladder or rungs
only to accommodate use of walkers.
MODIFIED - No jumping, slow process

down. Right knee up, and place down,
left knee up and place down. Encourage
knees as high as possible.
ASSISTANCE - hold hands to help with
balance.

STATION 2 - HURDLES
FORWARD AND SIDE FACING JUMPS
ADAPTIVE - use small disc cones to
accommodate walkers, increase to large
disc cone or alternate challenge.

MODIFIED - no jumping step over 1 foot
at a time.
ASSISTANCE - hold hands to help with
balance.

STATION 3 - HOOPS AND CONES
SIDE STEPS
ADAPTIVE - place hoops closer together
to accommodate walkers.

MODIFIED - slow to 1 step at a time
coach mirrors for athlete, coach steps-
Athlete steps.
ASSISTANCE - hold both hands in front
to help with balance.

STATION 4 - SPOT MARKERS
2 FOOT JUMPING ON EACH DOT,
USE ARMS
ADAPTIVE - use walker to assist with
lifting both feet up and place on dot.

MODIFIED - practice jumping on 1 spot
only.
ASSISTANCE - coach to hold both hands
in front of athlete to help with balance.

STATION 5 - THROW INS
THROWING AND CATCHING
ADAPTIVE/MODIFIED - in place of

soccer ball use appropriate size and type
of ball, foam ball, beach ball etc.
ASSISTANCE - coach assists hand over
hand to catch and throw.

TECHNICAL
DRIBBLING, PASSING, SHOOTING,
RECEIVING

ADAPTIVE/MODIFIED - use stickers to
specify and encourage proper technique

for dribbling, passing, receiving and
shooting. Teach only 1 technique
per session and encourage in game
situations. Give generous praise when you
see the sticker touch the ball. Encourage
athlete pairings and teamwork.

APPENDIX B: CHECKLIST

AODA QUICK REFERENCE GUIDE

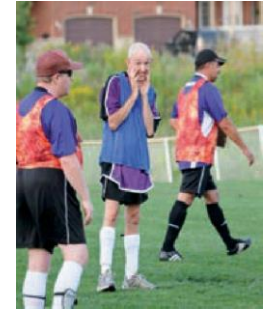
Develop a policy that complies with the Accessibility Standard for Customer Service : CHECK LIST

REQUIREMENT	DESCRIPTION	COMPLETED
Provision of services to persons with disabilities	Develop policy guidelines that are consistent with the principles of independence, dignity, integration and equal opportunity.	
The use of assistive devices	Allow public to use their own personal assistive devices when accessing your services/ programs. Have a backup plan if accessibility is an issue.	
The use of guide dogs, service animals and service dogs	Allow guide dog, service dog and/or service animal unless prohibited by law.	
The use of support persons	Allow support persons to accompany the person with a disability. If fees for support person advise them ahead of time.	
Notice of service disruptions	Should include the reason, anticipated duration and alternative options to access.	
Customer feedback	Develop a process of accepting feedback, including how it will be recorded, responded to and handled.	
Training	All employees/volunteers instructed how to communicate with various types of disabilities. Should know who requires the assistance of a guide dog, service animal or service dog; or require the use of a support person policies. Instructions on equipment or devices on premises that may help public with disabilities.	
Notice of availability & format documents	Develop communication material that consider the public taking into account multiple disabilities.	

ONTARIO HUMAN RIGHTS CODE

WORKING TOGETHER TRAINING MODULE

The excellent video-based training module on the Code as it relates to people with disabilities was developed to address the requirement under section 7 of the IASR. It's available on the Ontario Human Rights Commission website: www.ohrc.on.ca/en/learning/working-together-ontario-human-rights-code-and-accessibility-ontarians-disabilities-act.



DISABILITY AND HUMAN RIGHTS BROCHURE

An easy-to-read brochure outlining the requirements of the Code as it relates to people with disabilities. It can be used as a supplementary resource, or small organizations might use it to train their employees and volunteers.

Available at the Ontario Human Rights Commission website at: www.ohrc.on.ca/en/disability-and-human-rights.



APPENDIX C: RESOURCES

POLICY AND GUIDELINES ON DISABILITY AND THE DUTY TO ACCOMMODATE

A comprehensive document providing guidance on interpreting and understanding the provisions of the Code related to people with disabilities. It sets out how individuals, employers, service providers, policy-makers and others should make sure they and their organizations comply with the Code.

Go to: www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate.



CUSTOMER SERVICE:

Ontario Soccer, in full compliance with the spirit, intent and provisions of the Accessibility for Ontarians with Disabilities Act (AODA), is committed to providing the highest quality customer service. Our duty to accommodate is informed by three principles: respect for dignity, individualization, as well as integration and full participation.

This statement of commitment reflects our best efforts to provide excellent customer service, within the limits of our resources, by:
Being sensitive, aware and knowledgeable about the realities of people with disabilities.

Recognizing and accommodating the diverse needs of all of our participants.
Providing accessible services, information and materials.

Acting on issues brought to Ontario Soccer and our members as quickly as possible

Responding to questions, concerns and criticism in a prompt, fair and respectful way.

People with disabilities are a diverse group, and experience disability, impairment and social barriers in many different ways. Our goal as an organization is to create an environment where people with disabilities have the same rights to equal opportunities to participate and/or be employed, whether their disabilities are visible or not.

We have an ongoing responsibility to **TRAIN ALL STAFF AND VOLUNTEERS** (incl. BOARD MEMBERS) on the provisions set out by the AODA, to communicate with people with disabilities in ways that take their specific needs into account, and to train staff how to interact and communicate with people with various types of disabilities.

Each and every request to participate in our sport will be given careful consideration and **WE MUST MAKE EVERY EFFORT, WITHIN OUR RESOURCES, TO ACCOMMODATE THESE REQUESTS.** (Possibly within our current environment or perhaps in future venture opportunities).

APPENDIX D

APPENDIX E: IASR

INTEGRATED ACCESSIBILITY STANDARDS REGULATION (IASR)

FOR DISTRICT ASSOCIATIONS AND LARGE CLUBS

INFORMATION AND COMMUNICATIONS are essential and specific requirements for compliance with AODA standards include; Emergency and public safety information, training staff and volunteers (ongoing with new hires), and accessible feedback processes made available on-line and at point of service.

Each District Association office and each Club office must make Emergency and Public Safety information available upon request and provide employees with disabilities with individualized information where necessary. Field evacuation policies should also be included.

An Accessibility Policy should be initiated which reviews current practices and identifies regulatory gaps and a process for responding to requests for alternate formats.

Training staff and volunteers is essential and should be ongoing. Whether they are working in an office dealing with the public, coaching or mentoring on the field or representing Ontario Soccer

in another capacity, every person should be able to provide information to and communicate with people with disabilities in an informed and respectful manner.

Accessible feedback processes should be made available through District/Club websites, or through alternate means, tailored to the requirements of persons with certain disabilities upon request.

EMPLOYMENT considerations including a workplace plan for employees with disabilities, recruitment, accommodations, and performance management, career development and redeployment, must be in place. Notify employees and potential candidates that accommodations can be made to address any barriers in the recruitment process and in the employment life cycle.

Appoint a staff person to be familiar with the logistics of planning meetings or presentations where persons with disabilities may be attending.



Public access to offices, special events, registration kiosks, and other activities should also meet Regulation Standards.

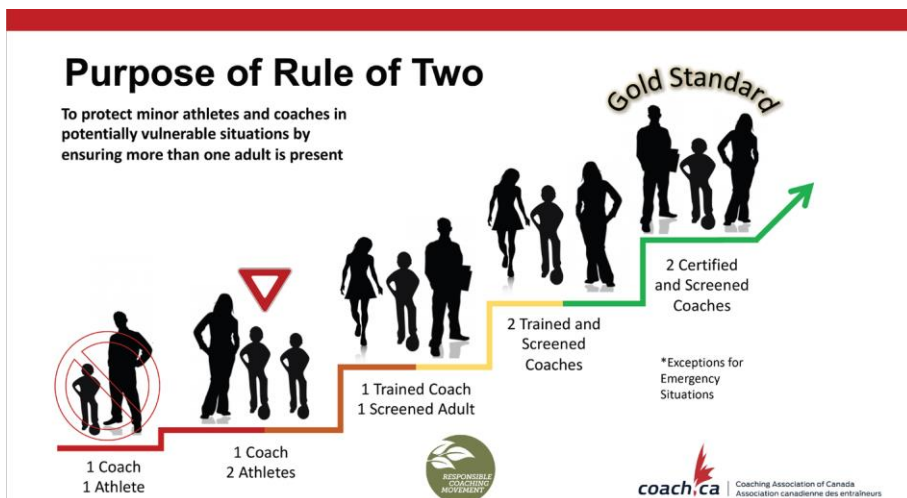
13.6 RULE OF TWO GUIDELINES (CANADA SOCCER)

Purpose

The Coaching Association of Canada's Rule of Two states that there will always be two screened and NCCP-trained or certified coaches with an athlete in situations where the athlete is potentially vulnerable. One-on-one interactions between a coach and an athlete, without another individual present, must be avoided in all circumstances except medical emergencies.

Standards

The Coaching Association of Canada has developed standards for the Rule of Two.



Canada Soccer expects that all organizations will work toward the Gold Standard – having two NCCP-trained or certified coaches always present with an athlete. If NCCP-trained or certified coaches are not available, screened volunteers (such as managers, support personnel, chaperones, and Directors of the club or organization) should be available instead. If screened volunteers are not available, parents of other athletes should be asked to temporarily substitute. If another adult is not available, there should always be more than one athlete with the coach (this is the lowest standard and is not recommended).

Guidelines

Canada Soccer strongly recommends the following guidelines for organizations to ensure they are following the Rule of Two. In the guidelines below, a 'Person in Authority' is defined as an NCCP-trained or certified coach, a screened volunteer, or other adult. The organization is meeting the Gold Standard for the Rule of Two if the Person in Authority is always an NCCP-trained or certified coach.

Travel

The following guidelines are strongly recommended during travel with athletes:

- ▶ A Person in Authority may not be alone in a car with an athlete unless the Person in Authority is the athlete's parent or guardian
- ▶ A Person in Authority may not share a room or be alone in a hotel room with an athlete unless the Person in Authority is the athlete's parent or guardian
- ▶ Room or bed checks during overnight stays must be done by two Persons in Authority

Locker Room / Changing Area / Meeting Room

The following guidelines are strongly recommended for locker rooms, changing areas, and meeting rooms:

- ▶ Interactions between a Person in Authority and an individual athlete should not occur in any room where there is a reasonable expectation of privacy such as the locker room, meeting room, washroom, or changing area. *A second Person in Authority should be present for all necessary interactions in any such room*
- ▶ If Persons in Authority are not present in the locker room or changing area, or if they are not permitted to be present, they should still be available outside the locker room or changing area and be able to enter the room or area if required

Training / Competition Environment

The following guidelines are strongly recommended for the training and competition environment (including before, during, and after practices and games):

- ▶ A Person in Authority should never be alone with an athlete prior to or following a game or practice, unless the Person in Authority is the athlete's parent or guardian. If the athlete is the first athlete to arrive, the athlete's parent should remain until another athlete or Person in Authority arrives. Similarly, if an athlete would potentially be alone with a Person in Authority following a game or practice, the Person in Authority should ask another Person in Authority (or a parent or guardian of another athlete) to stay until all the athletes have been picked up. If an adult is not available then another athlete should be present in order to avoid the Person in Authority being alone with a single athlete
- ▶ Persons in Authority giving instructions, demonstrating skills, or facilitating drills or lessons to an individual athlete should always be doing so within earshot and eyesight of another Person in Authority

Gender Identity

A Person in Authority who is interacting with athletes should be of the same gender identity as the athletes. The following guidelines are strongly recommended:

- ▶ For teams consisting of athletes of just one gender identity, a Person in Authority of the same gender identity should be available to participate or attend every interaction
- ▶ For teams consisting of athletes of more than one gender identity (e.g., co-ed teams), a Person in Authority of each gender identity should be available to participate or attend every interaction

Practical Tips

Clubs and teams can consider the following practical tips when working toward the Gold Standard for the Rule of Two:

- ▶ Take the Coaching Association of Canada's Responsible Coaching Movement Pledge
- ▶ Inform parents and guardians that the club or team is aiming to achieve the Gold Standard for the Rule of Two; that is, that two NCCP-trained or certified coaches should always be present with an athlete
- ▶ To hold the club or team accountable, share these guidelines with parents and guardians and ask them to help identify situations, and acknowledge instances, when the club or team was not following the Rule of Two
- ▶ Provide parents with information about the NCCP so that parents can become NCCP-trained or certified coaches (even if they are not actively coaching the team)
- ▶ Recruit a Parent Liaison or other individual to help find parents and guardians to assist in situations where two NCCP-trained or certified coaches may potentially not be present
- ▶ For teams that only have coaches who do not share the same gender identity of some or all the athletes (i.e., for female teams with male coaches), ask a parent or guardian of the gender identity of the athletes to serve as a regular volunteer or 'bench parent' with the team
- ▶ Ask parents or other individuals who volunteer with the team to participate in the organization's screening process and obtain a criminal record check
- ▶ Follow the requirements described in Canada Soccer's Club Licensing Program, which requires all clubs to have:
 - I.** A Code of Conduct to Protect Children
 - II.** Guidelines for Appropriate/Inappropriate Conduct between Adults/Adolescents and Children
 - III.** A policy and procedure, provided to parents and Persons in Authority, that outlines what to do if inappropriate conduct is witnessed
- ▶ Adopt a Discipline Policy that includes the appropriate processes for addressing misconduct and failures to follow these Rule of Two Guidelines



Reporting Child Sexual Abuse and Misconduct

What do you do if you have concerns about possible child sexual abuse?

When a person becomes aware that a child may be or has been abused, there is a legal and ethical responsibility to take action. The legal responsibility comes from child welfare legislation within each province and territory and may also be a duty of a person's profession or workplace.

The responsibility to report means that a person who has knowledge or information that a child is being or is at risk of being abused must report it to someone:

- If the information relates to potential abuse of a child by the child's parent or guardian, the person must report it to child welfare or police.
- If the concern involves potential abuse by any other person, the individual should report it to the child's parent or guardian and may also be obligated to report it to child welfare and/or police.



People are responsible for reporting concerns, not proving abuse.

Reporting information about potential child abuse allows:

- An authority, like child welfare or police, to determine whether it is necessary to investigate.
- The parent(s) or guardian(s) to proactively take steps to protect their child.

Mandatory reporting legislation removes any personal or professional dilemma from becoming a barrier to reporting. It is not uncommon for people to minimize or deny what a child tells them during a disclosure. People are often concerned about being wrong and causing problems. Remember, reporting may disrupt existing or future sexual abuse from occurring against other children, as well.

If a person learns about past child sexual abuse that is no longer occurring, it's still important to report the abuse. The offender may still have access to other children and those children may be at risk.

How do you report misconduct/concerning behaviour?

While obvious sexual acts are easier to identify and address, behaviour that doesn't meet the threshold of abuse still needs to be acted upon. Misconduct is considered adult behaviour towards a child that is inappropriate and that breaches reasonable boundaries:

- If you observe or hear about concerning behaviour or an inappropriate situation between an adult and your child or another child within the organization, report your concerns to the organization.
- If you have contact with the child outside the organization (e.g., you know the child's parents), you should still report to the organization and also report your concerns to the child's parents.
- In some circumstances, particularly if your concerns are not addressed or you become aware of more information, you may wish to consider involving the appropriate authorities.

Flagging the concerning behaviour to the organization should trigger a review in an effort to correct and stop the possible misconduct. It will also allow an organization to address any behaviour that's not consistent with its policies and procedures.

Flagging concerning behaviour to a parent may help the parent address the issue with the organization and discuss it with their child if appropriate.



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This information sheet is part of the Commit to Kids® program. The contents of this sheet are provided as information only and do not constitute legal advice. The exact requirements for reporting vary by province and territory. Consult the child welfare legislation in your province or territory, your local child welfare authority, law enforcement and/or legal counsel as appropriate in a given situation.



Guidelines for Adults Interacting with Children in Sport

Sport offers incredible experiences and opportunities for children. These experiences are integral to enhancing child development. Positive experiences are tied to healthy relationships between athletes and coaches, as well as to safe environments where adults are accountable for their actions and behaviours. As such, the purpose of these guidelines is to establish a common understanding of expectations for adults interacting with children in sport, and a sense of safety for those who need to bring forward any concerns of misconduct towards children.

For the purpose of this document “a coach or adult” refers to any person working, volunteering or otherwise interacting with children in sport. “Children” refers to anyone under 18 years old.

This document does not address every situation nor is it meant to be an exhaustive list of acceptable or unacceptable conduct. It is meant to provide a framework within sport in which individuals are expected to exercise common sense and good judgment when interacting with children.

The Coach and Athlete Relationship

Generally, coaches are in a position of trust, and it’s through professional boundaries that this foundation of trust between coaches and athletes is built. If boundaries are broken, that pillar of the relationship crumbles.

The coach and athlete relationship is also characterized by a power imbalance in favour of the coach. Athletes are taught to respect and listen to their coaches, and they are dependent upon the coach’s knowledge and training to further develop their skills.

Both trust and power can be used to breach the coach-athlete relationship, and often this happens through boundary violations, which occur when the adult places their needs above the needs of the child and gains personally or professionally at the child’s expense.

The responsibility is always with the adult to establish and maintain appropriate boundaries with children.



Age of Protection in Canada

The age of protection (also called the age of consent) is the age at which a young person can legally consent to sexual activity. The age of protection in Canada is generally 16 years old, but the *Criminal Code* increases that age to 18 in the context of certain relationships. If the child is:

Under 12 years old	No person can engage in sexual activity with the child under any circumstance.
12 or 13 years old	The age difference <u>must</u> be LESS THAN 2 years AND the relative positions of the parties <u>must</u> be such that a child is able to give consent.*
14 or 15 years old	The age difference <u>must</u> be LESS THAN 5 years AND the relative positions of the parties <u>must</u> be such that a child is able to give consent.*
16 or 17 years old	The relative positions of the parties <u>must</u> be such that a child is able to give consent.*

* For all children aged 12-17: If the other person is in a position of trust or authority over the child (e.g., a coach, teacher, etc.), the child is dependent on the other person or the relationship is exploitative of the child, the child is NOT able to give consent, making sexual activity in the context of such relationships illegal. **In these situations, only a person aged 18 or older is capable of consent.** The increased age takes into account the inherent vulnerability of the child and is meant to protect the child in situations that involve a power or other imbalance.

Appropriate and Inappropriate Behaviour

Individuals working or volunteering in sport are expected to model behaviour that upholds public confidence and enhances healthy relationships with children and families.

Examples of Appropriate Behaviour:

- Respectful language, tone and attitude towards others
- Respectful of personal physical and emotional boundaries
- Responding to children to meet the child's needs and not the adult's
- Engaging with children in a manner that would be seen by a reasonable observer as maintaining reasonable boundaries
- Keeping practices open to observation by parents
- Communication with children (including electronic) is transparent and accountable

Examples of Inappropriate Behaviour:

- Disrespectful language
- Humiliating or intimidating children
- Inappropriate touching of children (e.g., massaging, stroking, caressing, roughhousing, tickling)
- Confiding or sharing overly personal information with a child
- Asking children to keep secrets
- Electronic communication with children that is personal and not directly tied to coaching duties
- Communication that is sexual or flirtatious in nature
- Pictures taken with personal devices or in change rooms

Standard of Measure for Maintaining Appropriate Boundaries

All interactions and activities with children should be (including electronic communication):

- Transparent
- Accountable
- Tied to coaching/volunteer duties
- In response to meeting the child's needs

Parents and Coaches Play a Role

It can be difficult to respond to a situation where you notice a coach and athlete relationship that appears inappropriate. Reporting inappropriate behaviour creates accountability so proper action can be taken and expectations can be re-established. Parents or coaches who have concerns should speak with that coach's supervisor.

Parents and coaches should also have regular age-appropriate conversations with children about personal safety and boundary-breaking behaviour. Some topics to talk with children about are the qualities of healthy relationships, importance of personal boundaries, and how to get help/where to bring concerns. For this information and more, visit: kidsintheknow.ca/safetysheets.

If you are concerned about a sexual image that has been shared, visit Cybertip.ca. This site has information for teens and adults. For more information on reporting inappropriate conduct and child sexual abuse visit commit2kids.ca/safesport.



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IN APPROPRIATE CONDUCT

STEPS FOR REPORTING:

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1 A child **discloses information** or information is discovered indicating that a coach/volunteer may have acted inappropriately. (Document)



2 Coach who receives the report **notifies the supervisor/manager**. (Document)



3 Manager **notifies the head** of the organization.



4 **Consultation** between the manager and head of the organization to decide if concern is warranted. (Document)



5 If warranted, meet with accused coach/volunteer to **discuss allegations and concerns**. The individual is told about the complaint without disclosing the source. The individual is asked to respond to the allegation. (Document)



6 If the head of the organization determines that the nature of the conduct is not sufficiently serious to warrant formal action, the organization may choose to **clarify expectations** with the coach/volunteer as outlined in the Code of Conduct to Protect Children. (Document)



As part of any investigation or internal follow-up process, an organization should **critically assess the adequacy of existing child protection policies** and practices in light of concerns raised. If needed, strengthen policies and practices to better protect children.



NOTE: Consider when/if the child's parents should be notified about allegations of inappropriate conduct.



7 If the head of the organization determines that the nature of the conduct is sufficiently serious to warrant action, an **internal follow-up** takes place. (Document)



8 Organization **conducts an internal follow-up**. (Document)
OUTCOME OF FOLLOW-UP:

- A) Inappropriate conduct is not substantiated.** Follow internal policies. No further action necessary but organization may choose to take the opportunity to remind all coaches/volunteers of the Code of Conduct to Protect Children.
- B) Inappropriate conduct is substantiated.** Next steps will depend on severity of the conduct, the nature of the information gathered during internal follow-up, and other relevant circumstances (such as past inappropriate conduct of a similar nature). Varying levels of disciplinary action may be appropriate. For example, it may be prudent for an organization to report concerns to child welfare or law enforcement.
- C) Inconclusive.** Next steps will need to be carefully considered and depend on the nature of the information gathered during the internal follow-up. Work through options, assess risk and consult professionals as needed.



9 Adequately **supervise and monitor** coach/volunteer, consistent with internal policies. (Document)

Many of these steps would also apply when:

- A coach/volunteer reports observing inappropriate behaviour by another coach/volunteer
- A peer discloses on behalf of another child



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CHILD SEXUAL ABUSE

STEPS FOR REPORTING:

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1 

Child discloses abuse or abuse is discovered with the adult involved in the abuse being a coach/volunteer. (Document)

2 

Coach/volunteer who receives disclosure:

- **Notifies law enforcement** and/or child welfare about the incident;
- **Consults with child welfare** about notifying parents; and
- **Notifies the supervisor/manager**, who in turn notifies the head of the organization.

(Document)

3 

Head of the organization/manager **suspends coach/volunteer** suspected of abuse with or without pay until case is resolved.* (Document) If the individual is a volunteer or unpaid staff, consider if the individual should be dismissed from their position immediately.

Many of these steps would also apply when:

- A child discloses abuse by someone outside the organization
- A peer discloses on behalf of another child
- An adult suspects a child is abused



As part of any investigation or internal follow-up process, an organization should be **critically assessing the adequacy of existing policies and practices**, and strengthening as necessary to better protect children.

4 

A child welfare agency and/or police **carry out investigation**. Organization should conduct an internal follow-up in consultation with police/child welfare and adjusts internal policies if needed.

POTENTIAL OUTCOME OF INVESTIGATION:

- ▶ **A) Substantiated/guilty.** Coach/volunteer is dismissed from his/her position.*
- ▶ **B) Inconclusive/not guilty*.** Seek legal counsel. Consider if coach/volunteer should be dismissed, with or without severance.*

+ Criminal processes can be complex and lengthy. A finding of not guilty may not necessarily mean that the abuse did not occur. Consult with a lawyer.

5 

- **Document the outcome** of the investigation on the incident report form.
- **Document the results** of the internal follow up.



***NOTE:**

Seek legal guidance prior to suspension and/or dismissal.



The safety of the child and other children in the organization must be ensured at all times in the process.



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