

You Can Make a Difference:

A guide to preventing and responding to abuse and harassment in sport and recreation

INTRODUCTION

During the last decade, major sport and recreation organizations have, as a requirement of on-going funding, adopted anti-harassment policies and reporting procedures. However, it was not until Sheldon Kennedy spoke openly about being sexually assaulted as a teenager in Junior A hockey that the extent, frequency and variety of abuse and harassment in sport was publicly acknowledged.

Abuse and harassment occur everywhere in our community - sport and recreation are no exceptions. This is a reality about which we can, must, and will take action.

As a result, many sporting communities across Canada are looking for ways to eliminate the abuse and harassment of children in sport and recreation. Responding to the crisis and, at the same time recognizing an opportunity to turn good intentions into action, the Nova Scotia Sport and Recreation Commission and Sport Nova Scotia formed a predominately volunteer based Abuse and Harassment Committee. This committee was divided into two sub-committees: one concerned with policy and procedures; and, the other with education and delivery.

To ensure we had access to the best information available on abuse and harassment, the policy and procedures committee conducted an exhaustive review of materials prepared by various groups and experts across North America. Also, we sought expert advice from the community as needed.

Our aim was to develop measures to prevent abuse from happening in sport and recreation and, when that was not possible, to design a process to respond to the problem and prevent it from happening again.

A workshop on the Boundaries section was made to the broader sporting community at Sport Nova Scotia's Annual General Meeting. This enabled us to get valuable input from many of our constituents and the results have been incorporated. We also released the document to selected groups within our membership for further feedback as part of the development of this work. This continues to be a working document and we appreciate your ongoing input.

The following tools were developed to both prevent and combat abuse and harassment in sport and recreation:

- Policy on Harassment
- Definition of Harassment
- Code of Conduct
- Boundaries
- Screening Guidelines
- Reporting Procedures

ACKNOWLEDGMENTS

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1) BOUNDARIES

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INTRODUCTION

Abuse and harassment occur everywhere in our community — sport and recreation are no exceptions. This is a reality about which we can, and must take action.

As a result, many sporting communities across Canada are looking for ways to eliminate the abuse and harassment of children in sport and recreation. Responding to the reality and, at the same time recognizing an opportunity to turn good intentions into action, Sport Nova Scotia and the Nova Scotia Sport and Recreation Commission formed a predominantly volunteer-based Abuse and Harassment Committee. This committee was divided into two sub-committees, one concerned with policy and procedures and the other with education and delivery.

To ensure we had access to the best information available on abuse and harassment, the policy and procedures committee conducted an exhaustive review of materials prepared by various groups and experts across North America. We also sought expert advice from the community, as needed. Our aim was to develop measures to prevent abuse from happening in sport and recreation and, when that was not possible, to design a process to respond to the problem and prevent it from happening again.

We are pleased to release *You Can Make a Difference — A Guide to Preventing and Responding to Abuse and Harassment in Sport and Recreation, Part 1 — Boundaries*

The purpose of this document is to assist organizations in creating safe environments for participants by

- I. addressing the risks of harassment and abuse inherent in the sport and recreation environment
- II. establishing rules that help protect everyone
- III. setting boundaries that remove opportunities for abuse and harassment to occur.

The *You Can Make a Difference* initiative also contains educational materials that will assist all partners in sport and recreation in Nova Scotia to deal with abuse and harassment in a proactive manner.

Guiding Principles

There are a number of guiding principles that flowed through the thinking and development of *You Can Make a Difference*. These principles serve to guide both the spirit of the recommendations and how they are implemented.

1. In order to eliminate abuse and harassment in sport and recreation all of the partners need to work together. Coordinated and concentrated efforts by provincial sport and recreation organizations, coaches, volunteers, parents, participants, community sport clubs, leagues and associations, and the umbrella sport and recreation bodies will be most powerful in ensuring sport and recreation are healthy, learning, and life-enhancing opportunities.
2. In all instances, protection of children and vulnerable individuals must be paramount.
3. A variety of approaches for prevention are recommended, including policy development and implementation, establishing and maintaining boundaries around behaviour, appropriate approaches to discipline, sound and thorough screening practices, and development of a swift and fair complaint response system.
4. A range of quality resource materials related to the prevention of abuse and harassment in sport and recreation have been developed across Canada. Adopting and adapting these resources will prevent duplication and wasted energy and serve Nova Scotia purposes well.
5. Everyone involved in sport and recreation must recognize their legal duty to report to a child-protection agency any instance where they have reasonable grounds to suspect a child is or may be suffering or may have suffered abuse. The suspicion and the grounds upon which it is based must be reported. In fact, provincial legislation places an even higher responsibility on those individuals who perform professional or official duties with respect to children. This includes teachers, health care professionals, operators or employees of childcare facilities and child and youth services' workers, and recreation workers.
6. We recognize parents' rights and responsibilities in being actively involved in making sport and recreation safe for their daughters and sons.
7. Sport and recreation organizations have a legal and a moral responsibility to pursue comprehensive approaches to ensuring participants are safe.
8. There is widespread interest in keeping kids safe. In order to move this interest to action we need to ensure there are opportunities to share information, opportunities to work together to develop solutions, and opportunities to coordinate actions.

Purpose

The purpose of this document is to assist organizations in creating safe environments for participants by

- addressing the risks of harassment and abuse inherent in the sport and recreation environment
- establishing rules that help protect everyone
- setting boundaries that remove opportunities for abuse and harassment to occur
- providing tools that contribute to the removal of abuse and harassment.

The prevention process may seem daunting, but take one step at a time. Change will occur as the combined steps result in new awareness and attitudes. We congratulate you for your dedication in understanding this issue and caring enough for your athletes to face discomfort and make difficult decisions. Your positive response to this material is an example of the sport and recreation community coming together to value our greatest resource — our young people.

Definition of Harassment

Any physical, emotional, or psychological behaviour that demeans an individual is harassment. Harassment or abuse can include anything that is disrespectful, insulting, intimidating, hurtful, humiliating, degrading, or otherwise offensive or creates an uncomfortable environment for any person or group.

Harassment may include:

- written or spoken insults, abuse, or threats
- racial or ethnic slurs including racially derogatory nicknames
- unwelcome remarks, jokes, innuendos, or taunting about a person's appearance, body, attire, age, marital status, gender, ethnicity, race, religion, accent, sexual orientation, or disability
- practical jokes that cause awkwardness or embarrassment, endanger the safety of an employee, student or client, or negatively affect work performance
- unwelcome inquiries about a person's source of income or funding
- unwanted and inappropriate physical contact such as touching, kissing, leering, patting, pinching
- inquiries or comments about a person's sex life, sexual preferences
- condescending remarks or behaviour which undermine self-respect
- physical assault (including sexual assault)
- misuse of authority such as deliberately punitive assignments.

Policy on Harassment and Abuse

The committee endorses the following policy on abuse and harassment:

Everyone involved with sport and recreation shall be free from harassment and/or abuse. Everyone is responsible to ensure people are free from harassment and/or abuse. Everyone will respect the rules of fair and safe play.

(For information on developing your own policy on abuse and harassment, see *Speak Out/Act Now*, prepared by the Canadian Association for the Advancement of Women in Sport and Physical Activity (CAAWS).

RECOMMENDATIONS

Recommendations for Provincial Sport and Recreation Organizations

1. Every provincial organization will endorse a proactive policy, which addresses keeping sport and recreation free from abuse and harassment.
2. Every provincial organization needs to identify risks specific to their activity and establish boundaries that clearly describe acceptable behaviour for all aspects of the activity.

Recommendations for Community Sport and Recreation Clubs, Leagues, and Organizations

1. Display educational materials at all facilities and competitions.

Recommendations for Parents/Guardians

1. Become informed and participate in educational opportunities. (See *What Parents Can Do about Harassment in Sport* — CAAWS)

Take an active role in promoting safety by asking questions and maintaining boundaries, policies, and procedures (*see Appendix 6 for parents' contract*).

The following list of boundaries is a result of a psychologist's research, numerous committee meetings with input from organizations, workshops, and information from the CAAWS report. These boundaries should be expanded upon by sport and recreation organizations to continue to limit areas of risk.

Boundaries establish rules of conduct for personnel, volunteers, and participants in sport and recreation. This includes coaches, provincial sport organizations, parents, officials, and spectators. The aim is to remove the opportunity for abuse and harassment to occur and to protect everyone involved. One of the tools available to help remove the opportunity is the use of contracts (*see Appendix 6*). These contracts are designed to ensure people educate themselves on the issues surrounding abuse and harassment and raise awareness that the responsibility for providing safe environments for sport and recreation lies with each of us.

Policies, screening, and complaints procedures are not in themselves sufficient to eliminate harassment and abuse in sport and recreation. For that reason, it is critical to continually analyse where children are at risk and establish boundaries for behaviour.

BOUNDARIES

1. Physical Conduct

The following guidelines shall apply:

- *Personnel (coaches, sport administrators, volunteers, officials, etc.) shall not touch participants/children in a manner not necessary for instruction or safety. Unacceptable touching includes hugging, kissing, tickling, rough housing, wrestling or slapping “bottoms.” Contact should not involve touching the genital area, buttocks, breasts or mouths. Massage should only be performed by trained personnel.*
- *Among participants, the same principles should apply. There should be no unacceptable touching between participants of different ages, or between peers.*
- *Coaches must not direct, encourage, or promote any conduct that can cause physical harm to a participant, including the use of drugs to manipulate menstrual cycles or having a participant train or play while injured.*
- *Physical contact by personnel should fulfill the need of the participant, not the personnel member. The comfort level and dignity of the participant should always be the priority. Personnel should avoid touching a participant out of sight of others.*
- *In comforting/congratulating participants, personnel should limit touching to “safe” areas, such as hand-to-shoulder. The intention to congratulate or comfort should be made clear to the participant and his or her right to refuse it should be respected.*

Rationale: In order to protect all participants, each sport should define what is necessary physical contact for that sport and list what is NOT acceptable. Parents should know pedophiles cross all lines of society. There is no known profile of a typical offender. For information that will help both parents and children. (*see Appendices 1, 2 and 3*).

2. Interpersonal Relationships

Personnel should

- *maintain a professional relationship at all times with participants (see Appendix 6)*
- *under no circumstances have a sexual relationship, or any kind of sexual contact, with any participant with whom he or she is working*
- *not, under any circumstances, have a special relationship of any kind with any participant*
- *be aware that it is illegal to have a sexual relationship, or any kind of sexual contact, with anyone younger than 16.*

Rationale: The opportunity for abuse occurs when the relationship moves beyond the professional. As well, when a coach appears to favour one participant it can cause problems with other team members and compromise impartiality.

Personnel should not

- *assume the roles or undertake the duties of a sexual educator, dietician, physiotherapist, masseuse, psychiatrist or psychologist*

- *without adequate training, conduct fitness tests*
- *attempt to perform fitness tests requiring maximum exertion without trained experts who can ensure safety standards are maintained.*

Rationale: Should a participant require the specialized services of a professional such as a dietitian, physician, physiotherapist, masseuse, psychiatrist or psychologist, a certified professional with the necessary training should be contracted.

3. Verbal

Participants and personnel should not

- *make sexual jokes, engage in sexually explicit conversation or comments*
- *verbally demean, ridicule, belittle, embarrass, or insult anyone*
- *make derogatory or joking comments about the body size, weight, shape, specific body parts, or physical appearance of anyone*
- *make comments, jokes, or enquiries about the menstrual cycle*
- *make jokes or derogatory comments about gender, race, religion or culture.*

Rationale: Discussions on sexual matters are inappropriate and must be avoided. Parents should be immediately contacted when such issues arise. Jokes and derogatory comments cause suffering and lower self-esteem. They can also mask abuse and make a participant more vulnerable to harassment. Serious consequences such as eating disorders, depression, and even suicide can result.

4. Secrets

All participants and personnel should be aware that

- *they shall never engage in establishing or keeping secrets*
- *children/participants should never be asked to keep a secret.*

Rationale: All participants should be aware of the dangers of secrecy. One party can use clandestine relationships as a means to gain control over another.

5. Dressing Rooms

Participants should be supervised at all times. A lone personnel member should not be in the dressing room with participants while they are showering or changing; two adults should be present together. If participants are not comfortable showering or changing in the locker room then they should do so at home.

The following guidelines shall apply:

- *Dressing rooms for children will not at any time be locked to parents.*
- *Personnel should enter the dressing rooms of opposite gender participants only when all participants are appropriately dressed,*

unless in an emergency.

- *Staff members should not change or shower at the same time as participants.*
- *Members of integrated teams should not shower or change in the same room at the same time. Comparable facilities should be provided for both genders, or genders should take turns using shower facilities.*

Rationale: The changing room is not an appropriate place for personnel to meet with participants of the opposite gender. A designated, parent-accessible meeting area should be established for team meetings.

6. Participants with Disabilities

In the case of participants with a disability who require assistance in showers, locker rooms, toilet facilities, the following guidelines shall apply:

- *Encourage their own personal attendant/caregiver to help them.*
- *When personal attendants are not available, sport personnel should only agree to provide personal aid after an explicit explanation of the nature of the aid has been given, the participant's personal boundaries have been discussed, and training (if appropriate) has been undertaken.*
- *Agreements for sport personnel acting as attendants must be mutually devised and consented to, until such a time when either party wants changes.*

Rationale: Participants with disabilities are particularly vulnerable. Extra care and vigilance must be taken to ensure their safety.

7. Dressing for sports

The following guidelines shall apply:

- *When participants are unable to put on their own uniform or protective equipment, and that equipment is located beneath the uniform, such as a protective cup, they should be aided by a parent/guardian or his or her designate.*
- *Personnel should strongly recommend to parents/guardians/attendants of younger children or participants with a disability that participants arrive for sports activities fully outfitted with safety equipment and uniforms.*
- *Participants with a disability who can put on their own uniforms should be allowed to dress with the other participants.*
- *Where pre-activity dressing is not practical, appropriate facilities should be provided where parents/guardians/attendants can assist participants in getting dressed.*
- *In cases where assistance is requested by the parent/guardian, attendant or the participant, personnel must only assist*
 - i. *within the sight of other team members/personnel/parents*
 - i. *in a manner preserving the dignity and privacy of the participant*
 - i. *in a manner where only necessary physical contact occurs*
 - i. *where personnel will stop assisting immediately upon the participants' request.*

Rationale: The changing room is an environment where abuse can easily occur. Once again, we need to be vigilant.

8. Practices and Competitions

- Practices shall
 - *be limited to a set number of times per week*
 - *be limited to a set number of hours per practice*
 - *be limited to a set number of hours per week*
 - *be avoided before 6 a.m. nor last beyond 11 p.m.*
 - *include three or more participants in team sports and for individual sports, a parent or parent-appointed representative should be present*
 - *include two adults, one woman and one man*
 - *where possible, occur in public areas*
 - *not include one-on-one instruction outside the established practice times unless three or more participants, a parent, or a parent-appointed representative are present.*

Rationale: It is more difficult for any type of abuse to occur in regular hours and when there are other people present. Isolation provides opportunities for abuse.

- b. Personnel shall
 - *never use physical exercise or derogatory verbal remarks in dealing with participants*
 - *not use poor performance as an appropriate reason for imposing consequences on an participant.*

Rationale: Negative feedback can discourage people from participating. At worst, it causes suffering and low self-esteem and makes it easier for abuse to occur. Parents should be told about the procedure for consequences in their child's sport. Participants should be encouraged to take part in drawing up these rules.

- c. Principles of Discipline: Consequences and Sanctions
Discipline differs from consequences and sanctions in that it is not punitive. Discipline reflects individual motivation, choices, and commitment, as in self-discipline.

Consequences and sanctions are administered externally by coaches, managers, staff, etc., as a result of inappropriate behaviour.

*Consequences/sanctions must be administered in a controlled manner, mindful of the age and developmental level of the participant, with a clear goal of teaching appropriate behaviours. They must **not** be used impulsively or out of anger, to gain power over participants, or to embarrass or humiliate them.*

*Individuals must be free to choose the level at which they wish to participate. While they may have the **potential** to excel, they may exercise their right to **choose** to participate at a lower level, to not attend practices regularly, or to participate in other sports and activities.*

Sport and recreation organizations must establish results for such choices and must ensure athletes are aware of what these results may be. For example, appropriate results for athletes who choose to miss practices or even games could include starting practice without the athletes, benching them, or even cutting them from the team.

Consequences are used to

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

Fairholm, 1997

Examples of appropriate consequences:

- Having a participant work part-time to replace equipment he/she has damaged out of negligence.
- Pulling a participant from a game where he/she begins to act aggressively beyond the realm of acceptable norms for that sport.

Persons using inappropriate consequences attempt to

- instill fear
- establish or maintain dominance
- establish or maintain compliance
- inflict pain
- create and maintain dependence
- undermine the sense of self
- encourage dependency
- prevent different values from being accepted,
- meet their own needs.

Examples of inappropriate consequences:

- Using excessive exercise/training techniques as a form of punishment for behaviour.
- Preventing participants from meeting their basic physical needs, such as changing out of wet clothing, having a water break, or eating.
- Telling participants they are worthless if they don't perform adequately.

Guidelines for appropriate consequences:

- Have a team meeting with personnel, parents/guardians, and participants to discuss behavioural boundaries; identify acceptable and unacceptable behaviour with responses to each.
- Always administer consequences in a tactful manner, in full view of other participants, but out of range of their hearing.
- Consequences should only be relevant to misbehaviour which occurs during sports activities while under the personnel member's supervision.

Any serious or repetitive behaviour problems should be guided by the organization's code of conduct and discipline policy. Minor misbehaviour needs a step-by-step process:

If misbehaviour occurs again, apply the agreed measures or consequences. Again, explain the appropriate behaviour that should be occurring.

If misbehaviour occurs again, verbally inform parents/guardians/caregivers about it and the previous attempts made to correct it. Attempt to work with parents/caregivers and participants to correct the behaviour. If necessary, involve parents/guardians in supervision of the participant during sports activities. Document the previous incidents and the conversation with parents for personal records.

If not resolved, provide a written warning to the participant and/or parents/caregivers. Explain that the sports organization will be informed of the problem if this behaviour is not resolved.

If no improvement in behaviour has occurred, or if the behaviour

is inhibiting the enjoyment of the sport for others, or is creating a harassing, abusive or dangerous situation for the participant in question or other participants, the personnel member must submit the documented incidents and any action taken to the executive of the sports organization. Possible actions by the executive must be directed by the organization's policy.

9. Injured/ Ill Children and Youth

All injuries sustained while participating in sport organization activities must be documented on an Incident Report Form (**see Appendix 4**) and forwarded to the organization executive.

In the case of injured or ill participants, the following guidelines shall apply:

- *All injuries or illnesses experienced by children or youth in the presence of personnel must be reported to parents. (Note: Immediacy of the report will be within reason and dependent on the seriousness of the injury or illness.)*
- *Minor injuries such as scrapes and minor bruises which can be treated without a physician's care or without the administration of any drug should be treated by the personnel member who has first aid training.*
- *Major injuries such as a broken bone or serious cuts should only be treated by personnel with certified first aid training until a paramedic or physician can attend the injury.*
- *Personnel shall seek professional medical help for injuries other than those that are minor and immediately treatable, such as minor cuts, scrapes or bruises.*
- *Under-age participants who have minor illnesses should be assessed by parents/guardians as to their ability to participate in sports activities. Any symptom which may inhibit or prevent their normal level of participation should be considered reason enough to preclude participation.*
- *At high levels of competition, participants with a minor illness should be assessed by a physician who can offer recommendations regarding participation in the sport.*
- *No participant, regardless of the level of competition, should be forced/coerced/made to feel obligated to participate beyond his or her capability in a sport activity when injured, suffering from an illness, or rehabilitating from an injury. The health and well-being of participants must be the highest priority. Any discrepancies should be dealt with by the attending physician or parent/guardian.*
- *Personnel should avoid treating injuries out of sight of others. Use a "two-deep" (two personnel, or two participants) supervision system.*
- *Only personnel who are qualified in administering first aid or treating sports injuries should attempt to treat an injury.*
- *The comfort level and dignity of the participant should always be the priority. Example: Only uncover the injured area, or drape private areas of the participant's body.*
- *Never override the treatment advice of the participant's physician.*

Rationale: The safety and needs of an ill or injured participant must take precedence over the needs of the team or coach or the desire to win.

10. Permission

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

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

Releasing Children from Supervision

It is recommended that sport organizations develop policies regarding releasing children from sports activities, and that these policies are communicated clearly to parents/guardians of participants at the beginning of each season. Consider these factors:

- age of the participants
- availability and safety of public transit
- safety factors such as distance from the facility, busy streets, amount of equipment required for the sport, etc.
- time of day the activity occurs
- weather conditions
- supervisory considerations
- potential injuries during the activity.

Rationale: Clear policies clarify for the parent and personnel the parameters of the activity.

11. Custody Disputes

Organizations may need to seek the advice of a lawyer when establishing guidelines regarding child release policies and procedures. As a minimum standard, team personnel shall

- become familiar with the parents/guardians of the participants (especially young participants, who may not understand custody rules);
- provide a release form for parents/guardians who registered the child for the sport activity to specify who may pick up the child from games, practices, etc. (**see Appendix 5**)
- ask parents/guardians to notify team personnel when a person who is not on that list will be picking up their child.

Rationale: Custody issues in today's society can be very complex. It is critical that organizations be aware of any specific circumstances regarding custody.

12. Impaired or Inebriated Caregivers

If an impaired caregiver is operating a vehicle, the police should be called immediately.

Organizations may wish to develop policies and procedures to address the issue of impaired caregivers, and at the beginning of the season, inform parents/caregivers of these policies. The policies should work to ensure the safety of the child.

Rationale: Organizations have a responsibility to protect the participants from harm and themselves from potential liability.

13. Late Caregivers

At the beginning of the season, give participants or parents an information sheet which

- outlines the organization's policies regarding late pick-ups of their children
- gives a contact number for parents to leave a message if they are going to be late picking up children, e.g., the sport facility's reception desk, the coach's home answering machine, a fellow team member's parent
- asks parents/guardians to complete a release form which provides phone numbers of alternative contact people (**see Appendix 5**).

Guidelines that shall apply:

- Clarify that parents/guardians are to drop off and pick-up participants on time.
- Clarify that it is not the personnel's responsibility to transport participants in the event that a caregiver becomes detained. Work with parents/guardians to define a mutually satisfactory plan of action.
- Prepare a schedule for all practices, games, team social activities, training sessions for the entire season. Update the schedule in writing as often as necessary.
- Provide parents with a list of the following actions which personnel will

undertake in the event that a parent is more than 15 minutes late to pick up their child.

DO NOT

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

DO

- attempt to phone the parent/guardian.
- check your message center or contact number for information from the late parent.
- attempt to contact the alternative contact provided by the parent.
- wait at the facility with the child and, ideally, other personnel, team members, or parents.

Rationale: Late pick-ups of participants can create difficult situations for personnel as well as potentially dangerous ones for participants. Clear policies are an asset.

14. Travel

During trips:

- Participants must always be accompanied by an adult who is neither an assistant coach nor a coach. (Female teams must be accompanied by a female adult).
- Adults and children, personnel and participants, or participants of opposite genders must not room together. Appropriate accommodations must be available for all;
- A published travel policy must be available at the beginning of the season.
- There will be no use of alcohol or illicit drugs by any adult or child.
- It is the responsibility of the personnel and accompanying adult to enforce the restriction of alcohol or illicit drugs.
- No child is to be alone at any time with an adult who is not their parent/caregiver.

Rationale: The risk of abuse increases dramatically with the consumption of alcohol and/or illicit drugs. All participants must be held to the same standard. Isolation provides an ideal opportunity for abuse to occur so even if there are financial constraints, participants and adults must not share rooms. Participants are vulnerable when they are away at competitions.

15. Transporting Children and Youth

Ideally, all participants should have their own transport to and from all sporting and/or recreation activities.

In the event that transportation is required by participants, personnel should only provide transportation when

- the driver is appropriately licensed
- other participants/personnel/parents are also in the vehicle
- the ride has been approved by parents/guardians/caregivers
- the ride is given directly to and/or from the activity — no other stops or side-trips should occur
- all passengers can be seated and secured in the vehicle according to provincial legislation.

Any extraordinary event, such as a car accident, shall be reported immediately to parents/guardians/caregivers and at the earliest date possible, to the organization.

Rationale: These guidelines will help protect participants and reduce liability.

16. Recreational and Social Activities

Under no circumstances should personnel

- invite, suggest, or imply that any participant may or should accompany them to any social activity alone
- engage in any kind of party or social event with any of their participants, either on a one-on-one basis or as a team where there are no other adults present
- show favouritism
- attend any special events associated with activities with any participant/child unless accompanied by a parent or parent-appointed representative
- direct, influence, or advise participants in activities not related to practice times, competitions/games, or tournaments. This includes imposing any rules or restrictions on a participant's social life, diet, hairstyle, manner of dress, friendships, or any other relationships.

Rationale: Personnel, particularly coaches, are responsible for maintaining a professional relationship with participants. Opportunities for abuse occur when the relationship moves beyond this.

17. Meeting Places

Under no circumstances should

- personnel be meeting participants/children within or around the private homes of personnel unless other parents are present
- personnel be meeting participants/ children within or around the private homes of the participants/children unless the parents are present
- personnel be meeting alone with a participant at any time. The participant/child should be accompanied by another adult (in the case of a child, preferably a parent or parent-appointed representative)
- one adult be alone with a child. There should always be two adults present, one of whom should be a parent or parent-appointed representative.

Rationale: Abuse and harassment typically, but not always, need privacy. These measures ensure privacy is not provided and protects participants as well as personnel.

18. Money and Gifts

There should not be

- an exchange of money between personnel and participant in any form — loan, gift, incentive, or award
- gifts, material rewards, or presents of any kind given by personnel to a participant unless it includes the whole team, for example, if the coach buys pizza.

Rationale: Indebtedness to personnel, particularly to a coach, puts participants at a disadvantage and may make them feel as though they owe a favour.

19. Alcoholic Beverages and/or Illicit Drugs

The following policy shall be enforced with relation to alcohol and/or illicit drugs:

- At no time will personnel drink alcoholic beverages or take illicit drugs in the presence of the participants/children.
- Personnel must at all times discourage the use of alcohol and/or illicit drugs by their participants/children. They should be responsible for imposing strict penalties for those participants/children illegally using alcohol or drugs during a sporting event or on a trip associated with a sporting event.

Rationale: Research shows that the risk of abuse increases directly in relation to the amount of alcohol consumed. Alcohol is illegal for underage participants as are illicit drugs for anyone.

20. Living Arrangements/Billets

The following shall apply for living arrangements:

- At no time will a participant live alone with personnel;
- A single participant/child who requires accommodation away from his or her family should be housed with an appropriate (screened) family approved by the parent(s) of the participant/child. This may include the coach's family if considered appropriate by the participant/child's parent(s).
- Participants requiring accommodations as a group will at no time be under the supervision of a single personnel member.
- A participant should not share a bedroom with anyone other than the hosting participant, provided that the host is of the same gender.
- Two participants with more than a two-year age difference should not share a bedroom. If this is unavoidable, a third person should be present, or the door should be left open at all times.
- No sexual contact will take place between visiting participants and hosting participants, the host family, or those who live with the host family.
- Transportation to and from events will be overseen by the host participant/family. Visiting participants should not accept rides

from anyone other than designated people.

Screening of host families may or may not be necessary, practical, or realistic for all athletic trips. When deciding whether screening is necessary, organizations may consider the following criteria:

- What is the duration of the stay with host families (one night, one week, one year)?
- Will personnel or parents be accompanying participants to the same city or town?
- Are participants billeted in pairs?
- Who lives in the household? Are there other children, adults?
- Where does the host family live — how easy is it to contact them?
- Will the participant have access to a telephone throughout his/her stay?
- Does the host family have a child/youth involved in the sport?
- In the case of a longer stay, do participants have a resource person to call if there are any problems/conflicts with the family?

Rationale: Privacy and seclusion are key factors in abusive situations so policies should be set which reduce the risk. Rules regarding living arrangements protect everyone involved.

21. Initiations

Initiations and hazing are abuse. The following shall apply:

- Teams or individuals are not to engage in initiations and hazing for any members.
- It is the responsibility of personnel to make sure they do not occur.
- Activities such as team-building must not be abusive, harassing, or contrary to fair play principles.

Rationale: Initiations often include abusive behaviour that is unacceptable at any other time. Although not always under the coach's direct guidance, his or her implicit acceptance of these behaviours could make the coach ultimately responsible.

We know that abuse, including initiations and hazing, can lead to devastating physical and emotional consequences. If sport and recreation organizations permit abuse to occur, they are legally liable. Permission includes not taking positive steps to prohibit the activities from occurring. Sport and recreation — including coaches and personnel — must educate parents and participants and prohibit initiations and hazing.

APPENDICES

Appendix 1 What Parents and Children Should Know

Parents must be aware that abusers are evenly divided among the social classes and may or may not be married. There is no foolproof profile that will help them recognize a typical offender. They can, however, be aware of the ways abusers operate and give their children specific advice. The abuser will most likely be known and trusted by the family, either as a relative or as someone who has become a good friend.

Offenders were asked for their advice to parents and children. Following is what they had to say.

Parents need to:

- be aware that “over-loving or over-affectionate-type people are potentially dangerous.”
- realize that there are some people, even family members and friends, who could ask their children to do something sexual — “Parents are so naive” — they’re worried about strangers and should be worried about their brother-in-law. They just don’t realize how devious we can be. I used to abuse children in the same room with their parents and they couldn’t see it or didn’t seem to know it was happening.”
- know that we will use any way we can to get to children — “I was disabled and spent months grooming the parents, so they would tell their child to take me out and help me. No one thought that disabled people could be abusers.”
- teach their children that they should never keep secrets or feel they are to blame if they are abused — “Secrecy and blame were my best weapons. Most kids worry that they are to blame for the abuse and that they should keep it a secret.” Parents should emphasize openness and a “no-secrets” attitude throughout their children’s upbringing.
- teach children about sex, different parts of the body and “right and wrong” touches — “Parents are partly to blame if they don’t tell their children about these things (sexual matters) ... I used it to my advantage by teaching the child myself.”
- know that children hold adults in high esteem and will do what they say — “Don’t teach your kids to do everything adults tell them, otherwise they’ll be too frightened of adult status.”
- have family discussions about preventing abuse — “Parents shouldn’t be embarrassed to talk about things like this — it’s harder to abuse or trick a child who knows what you’re up to.”
- know that it is a dangerous age when girls are transforming into women and might be sexually curious — “I used that curiosity to trap them into sex.”
- not to be too hard on children — “Kids who felt unloved or not appreciated were easiest to victimize, they needed the love I gave.”

- realize that single-parent families are a good target for pedophiles — “The mothers are stressed, overworked and are grateful for someone taking one of the children out for a while.”
- believe children if they say abuse is happening — “Children need to feel confident that someone will do something before they will tell.”

Children:

- need a guidebook and programs to give them information about prevention — “Kids are easy to trick when they don’t have a clue about what I’m trying to do.”
- should avoid secluded, remote places — children place themselves at risk by playing in quiet places. Don’t play in deserted stairways or streets at night; don’t ever play hide-and-seek alone — hide in groups.
- are too trusting and need to be told that not everyone is trustworthy — “it is probably the last person you would suspect.”
- should tell if anyone tries to trick them or “makes strange suggestions or talks about sexual things or seems to touch or brush up against them accidentally.”
- should go out with other children — “I never approach children in groups: there are plenty of children on their own. It just isn’t worth the risk when there are several kids together because you can’t control them all.”
- should be wary of public toilets and never go into them alone — “A great place to hang out is in a toilet in a kiddies’ hamburger-type restaurant. Little boys, especially, go into the toilets alone and they aren’t expecting someone to try to touch them. Most of the time they are too embarrassed even to shout. I would teach kids to run out of the toilets yelling the minute anyone tries to help them zip up or touch them.”
- should never accept lifts or talk to anyone who comes up to them — “Children are so trusting. A good way to approach is to ask the time. Seems innocent enough, but once you get them in conversation, it’s hard for them to get away. If you look respectable, they figure you can’t be a nasty stranger.”
- should tell if anyone, including a relative, is abusing them — “Don’t pretend that nothing is happening and hide it from everyone, it will only get worse. That’s what happened to me.”¹

¹Child Abuse & Neglect. Vol. 19. No. 5, pp. 588-90. 1995
“Child Sexual Abuse Prevention: What Offenders Tell Us,” by
Michele Elliott, Kevin Browne and Jennifer Kilcoyne.

Appendix 2 Statistical Breakdown of Offenders

Summary of Results from Interviews with Child Sex Offenders
(Ninety-one men convicted of sex offences against children were chosen for the study.)

Basic information on offender:	% Yes
Professional employment background	35
Married at some time	48
Child victims only (under 18 years)	93.4
Ten victims or more	30
Gender of victim	
Only girls targeted	58
Only boys targeted	14
Both boys and girls targeted	28
Relationship to victim	
Stranger	34
Acquainted	34
Parent	32
The offences	
Indecent assault	100
Masturbation	72
Sexual intercourse (attempted or actual)	57
Oral sex	31
Child murdered	8
Multiple perpetrators	7
Multiple victims	15
Influenced by:	
Child's lack of confidence and self-esteem	49
"Special relationship" with victim	46
Strategies used:	
Used play or teaching activities	53
The first move made:	
Genital touching and kissing	40
Asked child to get undressed and/or lie down	32
Slowly desensitized child with sex talk	28
During first sexual contact:	
Continued to talk about sex	49
Used accidental touches	47
Used bribery and gifts	46
Used coercion and persuasion	44
Used physical force straight away	19

Victims' distress:

Saw no distress in victim	49
Continued with abuse regardless	25
Stopped the abuse when victim distressed	26
Felt uncomfortable with victim's distress	51
Worried about child disclosing	61 ²

²Child Abuse & Neglect. Vol. 19. No. 5, pp. 588-90. 1995
"Child Sexual Abuse Prevention: What Offenders Tell Us" by
Michele Elliott, Kevin Browne and Jennifer Kilcoyne.

Appendix 3 Warning Signs of Child Sexual Abuse

Change in behaviour

- refusal or reluctance to attend practices or games
- develops somatic complaints (headaches, stomach aches, etc.)
- begins to stutter, or scrambles ideas in expressing self
- becomes silent, uncommunicative or unresponsive
- becomes disruptive, antagonistic, or overly aggressive
- becomes sad, weepy, or has angry outbursts
- withdraws from social activities, alienates friends
- shows signs of being suicidal

Overt sexual behaviour

- open display of precocious sexual knowledge or activity
- compulsive masturbation
- excessive interest in sex
- excessive interest in the opposite sex during ages 5-10
- persistent sex play with toys or peers

Decline in academic performance

- young child's failing work, although he or she is of apparent normal intelligence
- older child's sudden decline in academic performance

Development of new fears

- fears not characteristic of normal children in this age group
- new fears that elude explanation

Symptoms reported by parents

- loss of appetite
- threats to run away
- worry about keeping clean
- refusal to go to favourite places or stay with specific persons
- sleep disturbances
- bed wetting

Drawings

- drawings showing genitalia or other sexual parts

Appendix 4 Incident Report Form

Date and time of incident: _____

Name of writer: _____

Position: _____

Location of incident: _____

This incident is a minor / major infraction (*circle one*)

Individual(s) involved in the incident: _____

Objective description of the incident (please be concise, accurate and non-judgemental): _____

Names of individuals who observed the incident: _____

Disciplinary action which was taken (if applicable): _____

Signature of writer:

Date: _____

Appendix 5 Release Form

Athlete's Name: _____

Athlete's Address: _____

Athlete's Phone: _____

Health Concerns (chronic conditions, allergies, etc.): _____

Names of Parents/Guardians: _____

Address (if different than athlete):

Mother: _____

Father: _____

Other Guardian: _____

Phone Numbers:

Mother: Home: _____ Business: _____

Cell: _____ Father: Home: _____

Business: _____ Cell: _____

Other Guardian

Home: _____ Business: _____

Cell: _____

Names of individuals allowed to pick up athlete from (sport) activities:

Name: _____

Relationship to Athlete: _____

Appendix 6 Sample contracts

Participant's Agreement

- I agree to behave in a fair and sportsmanlike manner.
- I accept responsibility for treating everyone with honesty, dignity and respect.

I, _____, have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which includes the boundaries and the fact sheet “what a child should know.”

I realize that failure to meet the above expectations could result in sanctions as outlined in the above mentioned Policies and Procedures.

Date: _____ Sport: _____

Signature of Coach

Signature of Club/Association
Representative/Employer

Signature of Parent

Coach's Agreement

- I agree to behave in a fair and sportsmanlike manner as an example to the participants.
- I accept responsibility for treating everyone with honesty, dignity, and respect.
- I shall treat all participants with respect.
- I shall assist each participant to attain his or her own goals.

I, _____, have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which includes the list of boundaries.

I realize that failure to meet the above expectations could result in disciplinary action as outlined in the above mentioned Policies and Procedures.

Date: _____ Sport: _____

Signature of Coach

Signature of Club/Association
Representative/Employer

Official's/Administrator's Agreement

- I agree to behave in a fair and ethical manner.
- I accept responsibility for treating all people with honesty, dignity, and respect.

I, _____, have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which includes the list of boundaries.

I realize that failure to meet the above expectations could result in disciplinary action as outlined in the above mentioned Policies and Procedures.

Date: _____ Sport: _____

Signature of Official/
Administrator

Signature of Club/Association
Representative

Parents’/Guardians’ Agreement

- I accept responsibility for actively promoting the concepts of harassment-free sport.
- I accept responsibility for treating all people with honesty, dignity, and respect.

I acknowledge that my child is participating in this sport to achieve his/own goals.

I, _____, have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which includes the list of boundaries and the fact sheet, “What Parents Should Know.”

I realize that failure to meet the above expectations could result in disciplinary action as outlined in the above mentioned Policies and Procedures.

Date: _____ Sport: _____

Signature of Parent

Signature of Club/Association
Representative

You Can Make a Difference:

A guide to preventing and responding to abuse and harassment in sport and recreation

2) SCREENING & BEYOND

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INTRODUCTION

Abuse and harassment occur everywhere in our community — sport and recreation are no exceptions. This is a reality about which we can, and must take action.

As a result, many sporting communities across Canada are looking for ways to eliminate the abuse and harassment of children in sport and recreation. Responding to the reality and, at the same time recognizing an opportunity to turn good intentions into action, Sport Nova Scotia and the Nova Scotia Sport and Recreation Commission formed a predominantly volunteer-based Abuse and Harassment Committee. This committee was divided into two sub-committees, one concerned with policy and procedures and the other with education and delivery.

The purpose of *You Can Make a Difference — A Guide to Preventing and Responding to Abuse and Harassment in Sport and Recreation, Part II — Screening & Beyond*, is to assist organizations in creating safe environments for participants by explaining

- what screening is
- the benefits of screening
- how to screen
- where to find resources

The *You Can Make a Difference* initiative also contains educational materials that will assist all partners in sport and recreation in Nova Scotia to deal with abuse and harassment in a proactive manner.

Guiding Principles

There are a number of guiding principles that flowed through the thinking and development of *You Can Make a Difference*. These principles serve to guide both the spirit of the recommendations and how they are implemented.

1. In order to eliminate abuse and harassment in sport and recreation all of the partners need to work together. Coordinated and concentrated efforts by provincial sport and recreation organizations, coaches, volunteers, parents, participants, community sport clubs, leagues and associations, and the umbrella sport and recreation bodies will be most powerful in ensuring sport and recreation are healthy, learning, and life-enhancing opportunities.
2. In all instances, protection of children and vulnerable individuals must be paramount.
3. A variety of approaches for prevention are recommended, including policy development and implementation, establishing and maintaining boundaries around behaviour, appropriate approaches to discipline, sound and thorough screening practices, and development of a swift and fair complaint response system.
4. A range of quality resource materials related to the prevention of abuse and harassment in sport and recreation have been developed across Canada. Adopting and adapting these resources will prevent duplication and wasted energy and serve Nova Scotia purposes well.
5. Everyone involved in sport and recreation must recognize their legal duty to report to a child-protection agency any instance where they have reasonable grounds to suspect a child is or may be suffering or may have suffered abuse. The suspicion and the grounds upon which it is based must be reported. In fact, provincial legislation places an even higher responsibility on those individuals who perform professional or official duties with respect to children. This includes teachers, health care professionals, operators or employees of childcare facilities and child and youth services' workers, and recreation workers.
6. We recognize parents' rights and responsibilities in being actively involved in making sport and recreation safe for their daughters and sons.
7. Sport and recreation organizations have a legal and a moral responsibility to pursue comprehensive approaches to ensuring participants are safe.
8. There is widespread interest in keeping kids safe. In order to move this interest to action we need to ensure there are opportunities to share information, opportunities to work together to develop solutions, and opportunities to coordinate actions.

Purpose

The purpose of this document is to assist organizations in creating safe environments for participants by

- addressing the risks of harassment and abuse inherent in the sport and recreation environment
- establishing policies and not rules
- providing tools that contribute to the removal of abuse and harassment.

The prevention process may seem daunting, but take one step at a time. Change will occur as the combined steps result in new awareness and attitudes. We congratulate you for your dedication in understanding this issue and caring enough for your athletes to face discomfort and make difficult decisions. Your positive response to this material is an example of the sport and recreation community coming together to value our greatest resource — our young people.

Definition of Harassment

Any physical, emotional, or psychological behaviour that demeans an individual is harassment. Harassment or abuse can include anything that is disrespectful, insulting, intimidating, hurtful, humiliating, degrading, or otherwise offensive or creates an uncomfortable environment for any person or group.

Harassment may include:

- written or spoken insults, abuse, or threats
- racial or ethnic slurs including racially derogatory nicknames
- unwelcome remarks, jokes, innuendos, or taunting about a person's appearance, body, attire, age, marital status, gender, ethnicity, race, religion, accent, sexual orientation, or disability
- practical jokes that cause awkwardness or embarrassment, endanger the safety of an employee, student or client, or negatively affect work performance
- unwelcome inquiries about a person's source of income or funding
- unwanted and inappropriate physical contact such as touching, kissing, leering, patting, pinching
- inquiries or comments about a person's sex life, sexual preferences
- condescending remarks or behaviour which undermine self-respect
- physical assault (including sexual assault)
- misuse of authority such as deliberately punitive assignments.

Policy on Harassment and Abuse

The committee endorses the following policy on abuse and harassment:

Everyone involved with sport and recreation shall be free from harassment and/or abuse. Everyone is responsible to ensure people are free from harassment and/or abuse. Everyone will respect the rules of fair and safe play.

(For information on developing your own policy on abuse and harassment, see *Speak Out/Act Now*, prepared by the Canadian Association for the Advancement of Women in Sport and Physical Activity (CAAWS).

RECOMMENDATIONS

Recommendations for provincial sport and recreation organizations

Every provincial organization needs to identify risks specific to their activity and establish boundaries that clearly describe acceptable behaviours for all aspects of the activity.

In recognizing participants and parents roles and responsibilities in building harassment and abuse-free sport and recreation, provincial organizations are strongly encouraged to have their clubs/leagues adopt and use the contracts for participants and parents/guardians in which they contract to keep the activity safe and harassment free (see Appendix 9 for sample contracts).

Recommendations for community sport and recreation clubs, leagues, and organizations

Each local association/club/league is encouraged to adopt and use contract forms with coaches, parents, participants, and officials which work to promote safe activity (see Appendix 9).

SCREENING AND BEYOND

What is Screening?

Screening is a relatively new concept in many organizations. It is often poorly understood, particularly in organizations that are predominantly volunteer-driven. Yet, screening is particularly important in organizations that use large numbers of parent volunteers and those that work with children. Both of these characterize the sport and recreation community.

This chapter provides an overview on what screening is, and why sport and recreation organizations should screen personnel. It also provides an analysis of the elements of screening. Screening is a continuum of steps taken over time, designed to identify any person — paid or unpaid, volunteer or staff — who poses a risk to children, youth or other vulnerable persons. In other words, screening is a comprehensive human resource management process. While doing a police record check is an important element of effective screening, it is by no means the only one, or even the most important step.

Why Screen?

The answer is simple. We want to do a better job protecting participants from harassment and abuse. It is much easier to ensure the right people take on the responsibilities that suit them best than to spend the resources to deal with problems that arise from poor recruiting. Organizations are not obliged to accept everyone who wants to volunteer, however, organizations are obliged to do everything reasonable to protect those in their care. Screening is supported and, in fact, required by the law.¹

Educating participants and personnel about abuse and harassment is very important, but it is not enough! As soon as any organization opens for business — whether it is run by staff or by volunteers — it has a responsibility to screen any person who will have access to children, youth or other vulnerable people. This responsibility is both moral and legal. It is not only the right thing to do, but is also legislated under the duty of care concept.

Duty of care is a legal principle which identifies the obligations of individuals and organizations to take reasonable measures to care for and protect their clients. Organizations need to understand that Canadian courts will uphold an organization's responsibilities with regard to screening.

Law

Hiring

An organization can refuse anyone as a volunteer or employee for any

¹Safe Steps: A Volunteer Screening Process. A National Education Campaign on Screening Resource. Published by: Volunteer Canada 1998. p7

reason whatsoever provided their decision is not based upon a reason protected by the Human Rights Act. These reasons are: age, race, colour, religion, creed, sex, sexual orientation, physical disability, or mental disability; an irrational fear of contracting an illness or disease; ethnic, national, or aboriginal origins; family status, marital status, source of income, potential belief, affiliation or activity, or an individual's association with another individual or class of people with the above characteristics.

In Nova Scotia a person can be asked any question for screening purposes, except those questions relating to the prohibited grounds in the Human Rights Act as noted above. In Nova Scotia you are able to ask questions regarding criminal charges, criminal records, child abuse information, etc.

Defamation

Although a sport and recreation organization may terminate someone's employment for any reason whatsoever, except those items noted in the Human Rights Act, at any time prior to 10 years of service, it does not mean that they can say anything they want about that individual.

If an organization is asked about a reference for an individual, they may provide any information pertinent to the person's volunteerism or employment.

If information is provided by the organization it must be true, a fair comment, or the results of a hearing, etc.

Before You Screen

While many sport and recreation organizations may accept their responsibility to protect young people in their programs, they can feel overwhelmed by the need to screen each employee and volunteer. Enacting a good screening policy takes time and resources — scarce commodities in the volunteer world.

One approach that significantly reduces the burden of screening each individual intensively is to associate the actual screening tasks with the level of risk inherent in each person's position. There is a different level of risk for the coach or team manager who has a one-on-one relationship with a child than for a volunteer who is scheduling competitions and booking venues. However, it is important to realize that there is no such thing as no risk.

When resources are limited, vulnerable situations and positions need to be identified and full screening instituted. Risk management is based on best judgment— but the world can surprise us! Even the most apparently safe position— an usher at a hockey rink for example — can present a risk. It must be clearly understood that if and when a problem occurs, the organization may be held legally responsible.

Ideally, everyone should be fully screened. To the extent that people will be subject to these different levels of screening, it is important to acknowledge that enforcement of the boundaries becomes increasingly important. For the overall screening checklist, see Appendix 1.

Ten Elements of Screening

The 10 elements of screening are as follows:

- Job Design
- Job Description
- Application Form
- Recruitment Process
- Interviews
- Reference Checks
- Police Record Checks (PRC)
- Orientation and Training
- Supervision/Evaluation
- Participant or Client Follow-up

Job Design

By clearly identifying, defining, and controlling the design of positions, organizations can take the first step in establishing a policy on screening. Each position has a specific set of conditions and responsibilities, and with these, risks.

To reduce the risk factor:

- Learn to think about risk; accept the fact that children can be unsafe in your organization.
- Group the positions in your organization by risk.
 - Low risk: fund-raisers, ticket sellers, field maintenance, scheduling.
 - Medium risk: personnel who are never alone with children.
 - High risk: personnel who have opportunities to be alone with children and youth; personnel who have power over young participants' sport careers.

Low Risk	Medium Risk	High Risk
Able-bodied adult	15-year-old	12-year-old with disability
On site, lots of people	Park	Coach's office/home
Practising with others	Teaching swimming	Mentoring
Supervisor always there	Occasional supervision	Little/No supervision

- Set the screening standard based on the risk factor. For low risk, everyone should complete an application form and periodically meet with their supervisor. For high risk, the 10 steps of screening should be followed.
- Actively work to reduce risk in specific jobs.
- Design jobs where people work in pairs.
- Introduce an initial mentor phase where an experienced person works with a new one.
- Incorporate the boundaries, where appropriate, into the job description.

Job Description

A job description is a powerful and necessary tool. It is used to define a position and to set ground rules for personnel — both paid and unpaid.

Although it may be difficult, it is imperative to be able to describe the position and to define the risk. Job descriptions don't need to be lengthy,

but they need to set clear guidelines. They not only protect personnel by formalizing their roles, but also send a clear message to any potential abuser that your organization is serious about providing safety for both participants and personnel.

Application Form

An application form is the first actual screening tool that personnel will encounter. It will collect basic information — name, address, experience — and give the organization permission to do reference checks and police record checks (if necessary). The reasons for asking for references, and the conditions for a police check, should be noted on the form.

Like the use of a job description, asking both volunteers and staff to complete an application form signals the seriousness of your organization's commitment to screening, and provides a paper trail that will protect both personnel and the organization. (See Appendix 2, Coach Selection Application, and Appendix 3, Volunteer Application Form.)

Recruitment Process

Recruitment of volunteers is usually less formal than the hiring of employees. In fact, volunteer recruitment is often haphazard as sport organizations and clubs encourage parents to move from watching their children participate to helping out on the field, bench, pool deck or in the gym. The personal ties between volunteer and the team or program complicates the screening process.

The more informal volunteer recruitment is, the less comfortable recruiters are in applying formal steps. One of the ways to move from an informal to a formal recruitment process is to post notices or send home requests for volunteers with young participants. Job descriptions and application forms should be available.

Be careful in achieving a balance between formalizing the recruitment process and appearing desperate for volunteers. The worst recruitment notice— in terms of child safety and the integrity of the program— is something like “Help! We’re desperate! Come and volunteer!” This opens the organization to potential abusers.

Interviews

Interviews are an extremely important way to make the selection process more professional, and less open to inappropriate decisions. The interview provides not only an opportunity to talk to the potential volunteer about his or her background, skills, interests, and availability, but also to explore any doubts the organization may have about the suitability of the candidate. Determining the right fit doesn't need to be long or difficult.

Have two people

- conduct the interview
- explain the process to the applicant
- establish a safe environment for the applicant
- describe the job specifically, using the job description
- document and file the applicant's responses to the questions
- look for attitudes towards children and sport that do not fit with those of the organization.

It is unlawful, in the selection of coaches, trainers, volunteers, and sport

officials, to discriminate against any person on the basis of sex or sexual orientation, race, ancestry, ethnic or national origin, colour, citizenship or creed, age, marital status, family status, or handicap.

Ultimately, the hiring of any person, paid or unpaid, is a judgment call. While the interview is pivotal, it is not the only tool with which to make the decision. The feedback from the reference checks, the skills the person brings and the availability of the person are other criteria.

When interviews do not occur, organizations may find themselves working with individuals whose values or approaches are very different from those of the organization. Worse, they may discover too late that the person is completely wrong for the job. While an interview doesn't guarantee catching the person who is a wrong fit, it can contribute significantly to wise choices.

A note of caution: It is virtually impossible to provide definitive criteria for screening out abusive individuals. Literature on pedophilia and other forms of abuse provides some general indicators, such as over-interest in children, a history of inadequate adult relationships, transiency, etc. Pedophiles may be heterosexual or homosexual — pedophilia is not related to sexual orientation. It is difficult to determine, based on an interview, the existence of an inappropriate over-interest. An individual is unlikely to provide direct, measurable indications that they intend to harm children during the course of an interview. In fact, research on sexual offenders has shown that these individuals are often very skilled, probably more skilled, than most volunteer applicants (see Appendix 4 for Sample Interview Questions).

Reference Checks

A reference check may be the most effective screening step during the hiring process. References will confirm the background and skills of the person. They also provide an outside opinion on the suitability of the person for the available job.

- Explain the job description clearly to the person giving the reference. Ask about the applicant's skills and suitability for the tasks as defined.
- Identify the level of trust that will be potentially developed with children within the position (e.g., Joe will be working closely with children and will be alone with them. Would you be comfortable with Joe having this kind of relationship — with your child for example?)
- Do not ask leading questions. (e.g., We really think Joe will make a great coach, don't you?)
- Leave space in the call for open comment. (e.g., Could you comment on Joe and how you think he would fit in this job?)
- Do two reference checks. If the candidate has given names of people who might not be objective, for example, family members, ask if it is acceptable to contact previous or current employers. Whenever possible, get the name of someone who is familiar with the applicant's work with children. (See Appendix 5 for Sample Questions for Reference Checks.)

Police Record Checks (PRC)

Police Record Checks (PRC) are probably the most misunderstood element

of screening. Too many people believe that doing a check means that the person has been screened. Nothing could be further from the truth. A positive PRC tells one thing — the individual has been convicted of a crime.

It is important to know if someone has been convicted of an abuse or harassment offence. Unfortunately, many abusers and sex offenders have never been convicted of a crime. Furthermore, despite the excellent RCMP data system — the Canadian Police Information Center — there are inherent problems with any list.

For example:

- It is only good up to the checking day; a recent conviction may not show.
- There are lags in sending records from one country to another.
- The individual may be using an alias so only fingerprint checks will ensure they are clear.
- Checking lists becomes too easy; organizations may believe that they have done enough and a false sense of security may be created.
- The individual may have obtained a pardon and therefore is no longer on the list.

Notwithstanding the limitations, police checks serve a purpose, particularly in the case of high-risk positions, where the organization is committed to a full and complete screening process. The PRC will also signal in a very public way that the organization is concerned about the safety of young participants.

The following steps should be taken to carry out PRCs:

- The job application form should state that the employee or volunteer will be asked to provide a PRC; the applicant should confirm acceptance of this.
- Use a release form which states the agreement of the volunteer or employee to a PRC.

The results can be handled in one of two ways:

- The organization can ask the applicant to give permission to the police to release the result directly to the organization. (It will only state whether there is a record — “a hit” — or not.)
- The organization can ask the applicant to take the form to the police, have the results released to him or her directly and bring it back to the organization.

This option puts more control into the hands of the individual and allows him or her to decide whether or not to share the results.

A written policy should be in place — that all current and prospective employees and volunteers are familiar with — that defines organizational policy on hiring individuals with criminal records. The policy may state that all persons with a record will need to be assessed by a panel to assess risk to children and youth or it may say that no one with a record of any kind will be accepted. Most important is that the policy be consistently practiced and that there be no private decision making.

Memorandum of Understanding

In Nova Scotia, a volunteer organization must enter into a Memorandum of Understanding (see Appendix 6) with the local police agency serving its area. The memorandum outlines the purpose of the records check process,

relevant procedures for how they will be undertaken, and the roles and responsibilities of the parties. Discussions between the police and the volunteer organization will provide a useful opportunity for the two agencies to discuss mutual obligations and expectations.

The potential volunteer or staff person must take the Request for Record Check form to the police service which has entered into the Memorandum of Understanding with your organization. A nominal fee may be charged to cover administration costs. In some cases, it is possible to request that the police waive this fee.

The police will conduct an enhanced Canadian Police Information Center (CPIC) check to determine whether there is any record of criminal convictions anywhere in Canada. This information will not reflect charges that may have been laid, only actual convictions.

The results of the PRC will be returned to the applicant only. The police will apply a seal to the completed form to prevent alteration of the information.

In some cases, police may not be able to complete the record check unless the applicant submits fingerprints. This is the case when there are a number of individuals with the same name and birth date. Depending on the police service, the fingerprint check may be conducted by the police or by a private company. This process will be explained by the police. A fee of \$26.50 may be charged for this service.

The applicant will present the completed PRC form back to your organization.

The Memorandum of Understanding describes the obligations of the organization with respect to the use and control of the information provided by your applicant in their submission of the form.

Nova Scotia Child Abuse Registry

The second type of records check involves the Nova Scotia Child Abuse Registry. This service is provided for organizations working with children and youth up to the age of 16. The record check will identify federal convictions for abuse as well as convictions made in provincial family court.

To make application for the Abuse Registry Check, contact Child Abuse Registry at (902) 424-6798, for application forms. The application form includes a section for the organization to complete and a section for the specific individual being screened to complete. It must be notarized before being sent to the Child Abuse Registry. This service is provided free of charge (see Appendix 7 for Child Abuse Registry form).

A Word about Criminal Records

No law in Canada precludes an employer (or organization) from asking a prospective employee (or volunteer) whether he or she has a criminal record, even where that record is unrelated to the work to be performed. However, both provincial and federal human rights legislation prohibits employers from dismissing, refusing to hire, or otherwise penalizing a person simply because he or she has been convicted of a criminal offence which is not connected with the employment (or volunteer work).

A number of police forces and municipalities now charge a fee for doing PRC. The organization will need a policy on whether these costs will be borne by individuals, the organization, dependent on the position, etc.

Orientation and Training

Orientation and training are important parts of the screening process. Screening continues through the early period of personnel's involvement and may be ongoing throughout the whole engagement. Ongoing vigilance on behalf of children and youth is a must — the responsibility does not end once the person is in place.

An employee or volunteer should be considered on probation at least until the training period is complete. Three to six months allows the organization and individual to change their minds.

During the orientation and training period, an organization should achieve

- knowledge of the employee's or volunteer's approaches, values, and style (Role playing may be used to explore some of these issues.)
- translation of policies to the individual's role within the sport community (The policies need to be clearly understood by new personnel, especially in areas that relate to children, e.g., dressing rooms, road trips)
- development of personnel skills in areas where each individual will be working
- the final decision of whether the person is appropriate.

Remember, it is perfectly acceptable to release a volunteer or staff person during or after a probationary period. Trust your observations and make decisions accordingly.

Be sure to

- inform all personnel of the length of the probationary period
- conduct a personal interview at the end of probation
- whenever possible, give the reasons for ending the person's involvement
- unless there is clear and irrefutable proof that the person intends to harm children or youth, it is unwise to state this possibility for reasons of liability.

Although training of personnel may tax resources, the benefits are informed staff and volunteers, better job performance, increased job satisfaction, safe environments, and the opportunity to continue with the screening process.

Supervision/Evaluation

Feedback on job performance should occur at least once a year and probably two or three times in the first year. In order to give feedback, someone in the organization needs to be responsible to guide employees, and/or volunteers, teach them how to do the job and periodically review their performance. By instituting a formal supervision and evaluation process, employees or volunteers are observed on the job and their work is monitored over time. This is an important part of screening.

If supervision and evaluation are part of a new approach, there may be some resistance. Overcome these barriers by clarifying the purpose of evaluation as a way of

- ensuring a standard level of practice
- improving the experiences of volunteers, staff and participants in the programs
- enriching individuals' experiences of their jobs
- protecting all personnel and participants.

All supervision and evaluation processes should use the job description as a reference point. During the evaluation interview:

- go through the job description point by point
- ask personnel to comment on how they think they are doing in each area and how they enjoy their work
- give feedback on their performance in each area.
- keep comments positive but do not shrink from stating any concerns.
- document the evaluation, then have the document signed by both personnel and evaluator and file the document.

There is nothing more difficult than deciding to let someone go. By using a formal evaluation process and referring to the job description, the difficult decisions do not become personal. The amount of supervision and evaluation needed will depend on the level of risk in the position, but all personnel must be periodically observed and given feedback. Any cause for concern requires immediate action and dismissal with cause is appropriate under Canadian employment laws.

Participant or Client Follow-Up

One of the most valuable sources of information about the nature of relationships between personnel and children or youth is young people themselves. Through education programs on abuse and harassment and healthy relationships, children, and youth have the opportunities to talk about their experiences, their feelings about the way they are treated and their reactions to the people around them. When participants leave the program, it is an opportune time to conduct an exit interview (see Appendix 8 for sample Participant Exit Interview).

CONCLUSION

Although screening may be costly and time-consuming, organizations cannot afford not to address this issue. Any organization that works with children and youth, or other vulnerable people, must take on this responsibility.

Each team, each league, each provincial and national sport organization is different. This is due to many factors: the specific community — urban, rural, large, small; the nature of the sport — contact, individual, team, outdoor, indoor; the level of sport; the age of children or youth involved; the coaching styles used; the management culture; and the socio-economic level of participants. The context will affect the kind of screening policy adopted.

The screening policy will also reflect the level of risk inherent in each position. As discussed earlier, the risks in each position need to be assessed with the screening policy and procedure determined accordingly. For more information consult *Volunteer Canada*.

Steps can be taken to reduce the amount of work. An orientation day on policies and expectations can serve a large number of low-risk personnel who have limited access to children and youth. By introducing the concept of screening through this format, these volunteers and staff will understand the policies that protect their young participants and themselves without going through the individualized screening processes. This approach will put group members on guard. They will have the skills to watch for abusive and harassing behaviours and they will understand that the rules are not a witch hunt but a responsibility to protect all children. Medium- and high-risk positions require a more in-depth screening process.

There are many practical strategies to meet the challenge of screening.

Volunteer centers across Canada are able to provide local sport groups with training and consultation. Screening policies can be custom-made for each organization.

APPENDICES

Appendix 1 Checklist for Screening

Checklist

- A. Assess each position
- B. Identify each level of risk
- C. Determine screening process
- D. Write job descriptions
- E. Design interviews based on job descriptions
- F. Develop an application form
- G. Develop reference check questions based on job descriptions
- H. Develop policy on decisions regarding hiring or not hiring
- I. Develop orientation and training package
- J. Develop orientation and training presentation
- K. Design guidelines for supervision
- L. Create evaluation forms
- M. Develop policy on documentation: information to be kept, access to information

Appendix 2 Coach Selection Application

(See also "Consent for Criminal Record Search")

Association/Club Name: _____

Name: _____

D/O/B: _____ SIN: _____

Address: _____

City: _____

Province: _____ Postal Code: _____

Phone: (Res.) _____

(Bus.) _____

(Fax): _____

TEAM SELECTION

First Choice: _____ Second Choice: _____

(Category, e.g., Novice, Atom, Pee Wee, Bantam, Midget, Juvenile, Junior A, S, C, Senior)

If these choices are not available, would you accept a different position?

Yes/ No

NATIONAL COACHING CERTIFICATION

(Please fill out all applicable areas)

National Coaching Certification

Technical/Practical Certification	Year Attained
Level I:	
Level II:	
Level III:	
Level IV:	
Theory	
Level I:	
Level II:	
Level III:	

TEAM/ASSOCIATION	CATEGORY	POSITION
1997-98		
1996-97		
1995-96		
1994-95		

What is your coaching philosophy? Attach sheet if necessary.

COACHING RÉSUMÉ

Please attach your personal résumé, reflecting your coaching experiences and any other information which is not detailed in this application (i.e., employment, playing experience, other interests, etc.). Include detailed information on all members of your intended coaching staff. Any additional information provided pertaining to the following would also be appreciated.

What is the anticipated role of your co-coaches, assistants, managers and trainers?

What would be some of your anticipated tournaments, etc.?

What are your team initiatives, objectives, and goals?

REFERENCES:

(List three references, e.g., player 12 & over, parent, professional.)

Name:

Address:

City/Town:

Phone: Res.:

Postal Code:

Bus.:

Name:

Address:

City/Town:

Phone: Res.:

Postal Code:

Bus.:

Name:

Address:

City/Town:

Phone: Res.:

Postal Code:

Bus.:

Please fill out the release of information slip attached.

Date:

Signature:

Appendix 3 Volunteer Application Form

(See also "Consent for Criminal Record Search")

Association/Club Name:

Name:

D/O/B:

Address:

City:

Province:

Postal Code:

Phone: Res:

Bus:

Fax:

POSITION(S) YOU ARE APPLYING FOR

First Choice:

Second Choice:

If these choices are not available, would you accept a different position?

Yes [] No []

Identify your previous volunteer position(s) and team category(s):

(ATTACH A PERSONAL RÉSUMÉ IF NECESSARY)

TEAM/ASSOCIATION	CATEGORY	POSITION
1997-98		
1996-97		
1995-96		
1994-95		

TRAINING EXPERIENCE

Coaching Program: Yes [] No []

If yes, complete below:

Level: Year Obtained: Location:

NCCP Certification Number:

Initiation Program: Yes [] No []

If yes, complete below:

Year Obtained: Location:

Trainers' Program: Yes [] No []

If yes, complete below:

Level Year Obtained Location

Trainer's Qualification Number:

Officiating Program: Yes [] No []

If yes, complete below:

Level Year Obtained Location

OTHER RELEVANT TRAINING (List Below)

What are some of your personal future goals in the sport community?

Why are you volunteering for this position?

REFERENCES

(List three references, e.g., player 12 & over, parent, professional).

Name:

Address:

City/Town:

Phone: Res.:

Postal Code:

Bus.

Name:

Address:

City/Town:

Phone: Res.:

Postal Code:

Bus.

Name:

Address:

City/Town:

Phone: Res.:

Postal Code:

Bus.

Please fill out the release of information slip attached.

Date:

Signature:

Appendix 4 Sample Interview Questions

How did you learn about this program/project?
Have you read the handbook, promotional materials, policies and procedures manual?
Do you have any questions about what you have read?
What made you decide to apply for this position?
What do you understand the role of [] to be?
What do you hope to achieve in this role?
What are your personal goals for this position?
What consequences do you think children and teenagers should receive for their actions?
What are your views on the use of consequences in this setting?
Do you think exercise should be used as a form of punishment?
What age group do you prefer to work with? Do you prefer to work with girls or boys? Why?
Were you ever abused as a child? as a teen?
Have you lived here very long? Can you tell me about where you come from? Why have you moved so often?
Is the race, ethnic background, sexual orientation of the client important to you?
Are there groups or individuals you would prefer not to work with?
Please tell me about your experience with children, individuals with disabilities, seniors.
How would you handle the following situation? (Give a hypothetical case involving an participant.)
How would you handle the following situation? (Give a case involving harassment.)
How would you handle the following situation? (Give a case involving suspected abuse.)
Have you ever purchased alcohol for your participants?
Why would you handle the situations in the way you described?
Will your partner/friend/spouse be involved in your work at all? In what way?
Have you had a negative sexual experience as a child? How did you and your family deal with it?
Do you think it is appropriate to teach participants anything about sexuality and sexual development?
Have you ever taught sexual education or given advice to participants related to their sexual development?
How did you do this, describe methods?
Has a child/participant ever made a complaint about you? If so, what was the outcome?
Have you ever abused a child?
Please tell us about other work of this kind you have been involved in.
Would you identify people at these organizations that we could talk to about your work?
Do you understand the organization's policies regarding criminal records and the kinds of criminal and other offences that would be considered relevant to this position?

Do you have a standing conviction for a criminal offence that is relevant to this position? Do you have a standing conviction for a provincial offence relevant to this position?
Have you had any involvement with the police or any other authorities that

would reflect on your suitability to hold this position?

Have you read the organization's policies regarding behaviour, boundaries, drug and alcohol use, etc.? Do you understand them? Can you accept to be guided by them in this position?

What difficulties do you see in fulfilling this position?

Are there any circumstances around any of your references/contacts that you would like to tell us about?

Can you tell us why you do not want us to contact this person?

Appendix 5 Sample Questions for Reference Checks

How long have you known the applicant?

In what capacity do you know him or her?

Would you say that you know the individual well? Slightly?

What is your current relationship to the applicant?

Describe your experience with the applicant?

How would you describe the personality and temperament of this person?

Can you please tell me what you remember most about this person? Good and bad?

How did the individual handle her or himself in your organization?

Please comment if you can on the following traits. How much or how little does this individual exhibit these traits?

- dependability
- trustworthiness
- honesty
- social skills
- initiative
- assertiveness
- perseverance
- patience
- ability to deal with stress
- respect for others
- leadership qualities
- role model for others
- emotional stability
- tolerance of differences
- ability to follow through on commitment

Has this person ever demonstrated any characteristic of temperament or personality that you believe would cause a problem if she or he were to take this position?

Has a child ever complained about the conduct of this individual? If so, what was the nature of the complaint?

Has a parent ever complained about the conduct of this individual? If so, what was the nature of the complaint?

Would you be willing for this person to work on a one-on-one basis with your child?

Does this individual promote and exhibit fair play practices? Give some specific examples.

How well does this person work on his own? As part of a team?

What would you identify as this individual's strengths? Weaknesses?

Would you recommend this individual to our organization?

Appendix 6 Memorandum of Understanding for Police Record Checks

This Memorandum of Understanding made in duplicate this date:

BETWEEN:

(herein called the “Police Service”)
And
(hereafter called the “Agency”)

A. PREAMBLE

Whereas there is a need to ensure the safety and security of people and property; to safeguard fundamental rights guaranteed by the *Canadian Charter of Rights and Freedoms*, provincial and federal human rights legislation, and freedom of information and protection of privacy legislation; and to promote cooperation between the providers of police services and the communities they serve;

And whereas the police community and community agencies recognize the need for adequate and appropriate screening of volunteers who work with children and other vulnerable populations;

And whereas it is recognized that police-held records are an important element of the screening process;

It is agreed that there will be a program for the screening of applicants for positions of trust with children and other vulnerable groups (the Screening Program).

B. PURPOSE

The purpose of this Memorandum is to set out terms and conditions for a Screening Program for volunteers in positions of trust with children and other vulnerable groups. Any disclosure of information pursuant to this Memorandum shall be only for the purposes as described in this agreement and according to the procedures described herein.

C. PROCEDURE FOR CONDUCTING POLICE RECORDS CHECKS

A request for a police records check and disclosure of information shall be made in accordance with the following procedure:

- a) the Agency will supply the approved volunteer applicant with a “Request for Record Check” form.
- b) the applicant will present the signed request form to the Police Service serving the area in which the Agency is located.
- c) the applicant will pay to the Police Service a fee of _____ plus tax for performing the police records check. A request may be made of the Police Service by the Agency to waive the fee in instances where the payment of such fee would constitute a hardship for the applicant.

- d) the Police Service will undertake a search of the Canadian Police Information Centre and their local police records for criminal convictions.
- e) on the basis of the results of the record search, the Police Service will complete the “Police Records Check” form. In instances where the results of the check are inconclusive, the Police may request that the applicant submit fingerprints in order that the applicant may be positively identified. A fee of _____ plus tax will be paid by the applicant for this service. The Police Service will instruct the applicant regarding the appropriate procedure for submitting fingerprints.
- f) the completed “Police Records Check” form will be provided to the applicant only.
- g) the applicant will present the completed “Police Records Check” form to the Agency.

D. ROLES AND RESPONSIBILITIES

The Agency will:

- a) have or obtain an understanding of the implications of human rights legislation as it applies to hiring/approving volunteers. It shall have a clear view of what information might constitute a *bona fide* reason for refusing to hire an applicant or volunteer.
- b) provide, on its application form, or with the application form, a statement that the individual must agree to participate in a police record check process, and further it must clearly define the classes of information which will be provided within this process. The form must be signed and presented to the Police Service.
- c) ensure the applicant understands the classes of information referred to in (b) and consents to the process in writing.
- d) guarantee the information will only be used for the purpose provided and will not be disseminated to any other person or agency.
- e) understand the Police Service is providing the information as a service to the Agency, and is in no way commenting on the suitability of the person for the position being sought.
- f) advise the applicant or volunteer that the presence of information provided by the Police Service may not necessarily mean a disqualification from the position by the Agency.
- g) understand the Police Service is providing information based upon personal descriptors provided and cannot guarantee the screening process provides all details concerning the individual.
- h) agree to screen only approved volunteers, not all applicants.

The Police Service will:

- a) provide a search of the Canadian Police Information Centre and local records of police departments for information related to the applicant as authorized by the applicant in the “Request for Record Check”.
- b) provide information to the applicant per this signed agreement. The Police Service will apply a seal to the completed “Police Records Check” form to prevent alteration of the information.
- c) ensure the applicant is the subject of the information (as far as possible — this may require fingerprinting).
- d) ensure the applicant understands the information that is provided about him or her.
- e) advise the applicant that the information provided does not necessarily mean that s/he will be disqualified from the position by the Agency.

E. USE AND CONTROL OF INFORMATION BY AGENCY

In consideration of the disclosure of the information by the Police Service, if the Agency retains information, the Agency agrees to the following conditions for the use and control of such information:

- a) any dissemination or disclosure of the information shall be only for the purpose(s) of this Memorandum.
- b) the information supplied will not be altered in any manner.
- c) the information shall be destroyed after use or maintained in such a manner to prevent unauthorized access.
- d) there shall be no dissemination or disclosure of the information to any other agency, body or organization.

F. TERMINATION FOR BREACH OF MEMORANDUM

The Police Service may terminate this Memorandum at any time in the event of a breach of security for the improper storage, dissemination or use of the information or a failure to comply with any of the provisions of this Memorandum. The question of whether a breach has occurred is exclusively within the discretion of Chief of Police or Commanding Officer of the R.C.M.P., whose determination is final.

G. AMENDMENT TO MEMORANDUM

This agreement may be amended at any time by the mutual consent of the parties through an exchange of letters between the parties to this Memorandum.

H. TERM OF MEMORANDUM

This Memorandum shall come into force on the date of its final execution and shall remain in effect until terminated by either party.

I. NOTICE

Any correspondence, request, notice or report to be given or made pursuant to this Memorandum shall be made in writing and addressed to each party as follows:

a) in case of the Police Service:

b) in the case of the Agency:

J. WAIVER

No action or failure to act by the Police Service shall constitute a waiver of any right afforded to the Police Service under this Memorandum, nor shall any such action or failure to act constitute an approval of or acquiescence in any breach thereunder, except as may be specifically agreed in writing.

K. INDEMNITY

a) The Agency shall indemnify the Police Service from all claims, losses, damages, demands and expenses arising directly or indirectly out of the provision or use of information pursuant to this Memorandum provided the claim, loss, damage, demand or expense was not caused by the wilful misconduct, fault or negligent act or omission of the Police Service.

b) The provisions of this Section shall survive the termination of the Memorandum for any reason whatsoever.

Appendix 7 Child Abuse Registry Form

Nova Scotia Department of Community Services

FORM XIII

Child Abuse Register - Request for a Search

A request for a search of the Child Abuse Register respecting persons applying to be an adoptive or foster parent, or a person, including a volunteer, who is or would be caring for or working with children should be forwarded to:

Private and Confidential
Child Abuse Register
Family and Children's Services
Department of Community Services
P.O. Box 696
Halifax, Nova Scotia B3J 2T7

1. THIS SECTION IS TO BE COMPLETED BY THE ORGANIZATION OR PERSON APPLYING FOR A SEARCH

Name of Person/Organization

Address

Postal Code #

Phone #

Describe the specific reason(s) for the inquiry, including the nature and extent of contact with children. (NOTE: Requests must come within the meaning of Section 66(4)(a)(b) of the Children and Family Services Act and, therefore, insufficient information may result in delays.) IF SPACE IS NOT SUFFICIENT, ATTACH SEPARATE PAGE.

I agree that the information provided pursuant to this search request will be kept in the strictest confidence by me. I understand that a failure to maintain confidentiality is a violation of the Children and Family Services Act.

Signature

Name (please print)

Position or Title (please print)

CONFIDENTIALITY OF INFORMATION IN CHILD ABUSE REGISTER

Section 66(4) of the Children and Family Services Act stipulates that persons receiving information as a result of the search of the Register SHALL treat the information as CONFIDENTIAL.

OFFENCE AND PENALTY

In accordance with Section 66(5) of the Children and Family Services Act, every person who contravenes Section 66(4) and every director, officer, or employee of a corporation who authorizes, permits, or concurs in such a contravention by the corporation is guilty of an offence and upon summary conviction is liable to a fine, of not more than five thousand dollars or to imprisonment for a period not exceeding one year, or both.

1. THIS SECTION IS TO BE COMPLETED BY THE PERSON WHO IS THE SUBJECT OF THE SEARCH.

- a. Full legal name
- b. Surname at birth
- c. Commonly used name(s)
- d. All other surname(s) during your lifetime
- e. Nicknames / alias utilized
- f. Date of birth
- g. MSI # SI #
Driver's License Master #
- h. Place of birth
- i. Name(s) and date(s) of birth of any children.
IF SPACE IS INSUFFICIENT, ATTACH SEPARATE PAGE

- j. Current place of residence (please provide complete current mailing address)

- k. Phone number(s) Residence Business
- l. Place(s) of residence in Nova Scotia within the past 10 years.
IF SPACE IS INSUFFICIENT, ATTACH SEPARATE PAGE. Please list.

- m. Total length of residency in Nova Scotia
- n. Occupation
- o. Education

The undersigned consents to a search of the Child Abuse Register at the request of

(Agency, Organization or Person making inquiry -PLEASE PRINT)

to ascertain whether or not my name is recorded in the Register regarding my application for (Please state position for which you are applying)

I SWEAR THAT THE INFORMATION PROVIDED BY ME IN THIS AFFIDAVIT IS TRUE.

Sworn to at)
In the County of)
Province of)
this day of) Signature of Person who is the subject of the
inquiry)
A.D. 199 __ __)

A ,)
in and for the Province of)

Appendix 8 Participant Exit Interview

This opportunity to receive feedback from the participants leaving your organization, for whatever reason, should be a mandatory process.

Decide whether a written format or a face-to-face interview would solicit the best information.

QUESTIONS

This organization needs your input to continue to improve our program and to make sure sport is safe and rewarding for all participants. Your co-operation with us is greatly appreciated and we thank you for your insights.

- What were the highlights of your past year in this sport?
- What were the low points?
- How would you describe your relationship with:
 - your coach
 - your manager
 - your team mates
 - anyone else you wish to mention?
- What prompted your decision to leave? Are there any other contributing factors?
- Is there anything about your experience that caused you concern?
- What can we do to improve conditions or make it better for other participants?

Appendix 9 Sample contracts

Participant's Agreement

I agree to behave in a fair and sportsmanlike manner.

I accept responsibility for treating everyone with honesty, dignity and respect.

I, _____ have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which include the boundaries and the fact sheet "What a child should know."

I realize that failure to meet the above expectations could result in sanctions as outlined in the above-mentioned Policies and Procedures.

Date:

Sport:

Signature of Participant
Representative

Signature of Club/Association

Signature of Parent

Coach's Agreement

I agree to behave in a fair and sportsmanlike manner and as an example to the participants.

I accept responsibility for treating everyone with honesty, dignity, and respect.

I shall treat all participants with respect.

I shall assist each participant to attain his or her goals.

I, _____ have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which include the list of boundaries.

I realize that failure to meet the above expectations could result in disciplinary action as outlined in the above mentioned Policies and Procedures.

Date:

Sport:

Signature of Coach
Representative

Signature of Club/Association
Representative

Official's/Administrator's Agreement

I agree to behave in a fair and ethical manner.

I accept responsibility for treating all people with honesty, dignity, and respect.

I, _____ have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which includes the list of boundaries.

I realize that failure to meet the above expectations could result in disciplinary action as outlined in the above mentioned Policies and Procedures.

Date:

Sport:

Signature of Official/
Administrator

Signature of Club/Association
Representative

Parents’/Guardians’ Agreement

I accept responsibility for actively promoting the concepts of harassment-free sport.

I accept responsibility for treating all people with honesty, dignity, and respect.

I acknowledge that my child is participating in this sport to achieve his or her own goals.

I, _____ have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which includes the list of boundaries and the fact sheet, “What Parents Should Know.”

I realize that failure to meet the above expectations could result in disciplinary action as outlined in the above mentioned Policies and Procedures.

Date:

Sport:

Signature of Parent
Representative

Signature of Club/Association
Representative

You Can Make a Difference:

A guide to preventing and responding to abuse and harassment in sport and recreation

3) REPORTING HARASSMENT AND ABUSE

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INTRODUCTION

Abuse and harassment occur everywhere in our community — sport and recreation are no exceptions. This is a reality about which we can, and must take action.

As a result, many sporting communities across Canada are looking for ways to eliminate the abuse and harassment of children in sport and recreation. Responding to the reality and, at the same time recognizing an opportunity to turn good intentions into action, Sport Nova Scotia and the Nova Scotia Sport and Recreation Commission formed a predominantly volunteer-based Abuse and Harassment Committee. This committee was divided into two sub-committees, one concerned with policy and procedures and the other with education and delivery.

The purpose of *You Can Make a Difference — A Guide to Preventing and Responding to Abuse and Harassment in Sport and Recreation, Part III — Reporting Harassment and Abuse*, is to assist organizations in creating safe environments for participants by providing the following resources

- 1 The committee shall be composed of three individuals who have no significant relationship with the affected parties, have had no involvement with the decision being appealed, and are free from any other actual or perceived bias or conflict.
- 2 At least one of the committee's members shall be from among the appellant's peers.
- 3 In appointing the committee, consideration shall be given to the geographical location of the appellant, any affected parties, the respondent and other committee members, in order to minimize the inconvenience and expense to all parties.
- 4 The appellant shall be given the opportunity to recommend the peer member on the committee, provided that member satisfies criteria *a* and *c* above.
- 5 Should the appellant not recommend the committee member as set out in *d* within five days of the request being made, the chair (or designate) shall appoint the peer member of the committee.

Preliminary Conference

The committee may determine that the circumstances of the dispute warrant a preliminary conference. The matters which may be considered at a preliminary conference include date and location of hearing, timelines for exchange of documents, format for the appeal, clarification of issues in dispute, any procedural matter, order and procedure of hearing, remedies being sought, identification of witnesses, and any other matter which may assist in expediting the appeal proceedings. However, the committee may delegate to its chair the authority to deal with these preliminary matters.

Appeal Procedure

The committee governs the appeal by the procedures it deems appropriate, provided that:

- the appeal hearing is held within 21 days of the committee's appointment
- the appellant, respondent, and affected parties are given 14 days' written notice of the date, time, and place of the appeal hearing
- the committee's members select from among themselves a chair
- a quorum is all three committee members.
- decisions are by majority vote, the chair being a voting member
- copies of any written documents which any of the parties would like the committee to consider are provided to the committee, and to all other parties at least five days in advance of the hearing.
- any of the parties may be accompanied by a representative or advisor, including legal counsel
- the committee may direct that any other individual participate in the appeal
- in the event that one of the committee's members is unable or unwilling to continue with the appeal, the matter will be concluded by the remaining two committee members
- the timelines stipulated in this section may be varied according to the Timelines section of this policy
- unless otherwise agreed by the parties, there shall be no communication between committee members and the parties except in the presence of, or by copy to, the other parties

In order to keep costs to a reasonable level the committee may conduct the appeal by means of a conference call or video conference.

Appeal Decision

Within seven days of concluding the appeal, the committee shall issue its written decision, including reasons. In making its decision, the committee shall have no greater authority than that of the original decision-maker. The Committee may decide any or all of the following:

- to void or confirm the decision being appealed
- to vary the decision where it is found that an error occurred and such an error cannot be corrected by the original decision-maker for reasons which include, but are not limited to, lack of clear procedure, lack of time, or lack of neutrality
- to refer the matter back to the initial decision-maker for a new decision
- to determine how costs of the appeal shall be allocated, if at all

A copy of the decision shall be provided to each of the parties.

Timelines

If the circumstances of the dispute are such that this policy will not allow a timely appeal, the committee may direct that these timelines be shortened. Alternatively, if the appeal cannot be concluded within the timelines dictated in this policy, the committee may extend the timelines.

Documentary Appeal

Any party to the appeal may request that the committee conduct the appeal by way of documentary evidence. The committee may seek agreement from the other parties to proceed in this fashion. If agreement is not

forthcoming, the committee shall decide whether the appeal shall proceed by way of documentary evidence or in-person hearing.

Arbitration

All differences or disputes shall first be submitted to appeal according to the process set out in this policy. If any party is not satisfied with the decision of the committee on any appeal, the matter may be referred to arbitration upon consent of the parties and the arbitration administered by arbitrators as agreed to by the parties.

Should a matter be referred to arbitration, all parties to the original appeal shall be parties to the arbitration.

The parties shall enter into a formal arbitration agreement and the decision shall be final and binding and not subject to any further review by any court of competent jurisdiction or any other body.

Location and Jurisdiction

Any appeal shall be heard at a location decided by the committee and reasonably convenient to the parties unless held by way of telephone conference call.

This policy shall be governed and construed in accordance with the laws of the Province of Nova Scotia.

No action or legal proceeding shall be commenced against the multi-sport organization in respect of a dispute, unless the organization has refused or failed to abide by the provisions for appeal and/or arbitration of the dispute, as set out in this policy.

Sanctions

If harassment **may** have occurred, the committee shall take all actions and sanctions necessary for the protection of the people, particularly children, within its sport.

If harassment or abuse has occurred, then sanctions may include the following:

- verbal apology
- written apology
- letter of reprimand from the sport-governing organization
- fine or levy
- successfully completing counselling, appropriate educational workshops, or sensitivity training
- removal of privileges of employment, coaching, or volunteering
- demotion, change in pay or responsibilities
- reduction of responsibilities
- release from volunteer duties
- outlining strict terms of participation in the activity in any capacity
- termination of relationship, contract, or employment

- suspension for specified period with permission to re-apply for re-entry giving reasons why s/he should be re-admitted, as well as an outline of steps taken to improve and change
- restitution to the individual harmed

In determining the sanctions to be provided, the following may be taken into consideration:

- the nature of the harassment
- the severity of the harassment
- the age of the complainant
- the impact of the respondent's conduct on the complainant, other participants, or personnel
- whether the respondent admitted responsibility, expressed a willingness to change, and sought counselling and/or sensitivity training
- whether the respondent retaliated against the complainant

As no program can guarantee a child molester will not re-offend, an individual who has sexually abused a child shall be removed from the organization and **never permitted to re-enter in any capacity.**

Every complaint shall cause the harassment committee to review boundaries to determine what changes need to be made to eliminate the opportunities for abuse.

Monitoring

All sanctions, other than dismissal, must be monitored. The harassment committee shall name individuals to monitor and implement all sanctions.

Confidentiality

Confidentiality cannot be maintained for children who are in need of protection from physical, sexual, or psychological abuse because the abuse must be reported to child welfare services under provincial legislation.

Confidentiality may be maintained for adults.

Confidentiality in an investigation shall be maintained as much as possible to protect both the complainant and respondent.

Registry

If a person is found to have harassed or abused an individual, the complainant's and respondent's information, committee decision, and/or any admission of guilt shall be kept in the person's personnel file within the organization and at the harassment registry of the multi-sport organization. The sport organization and the multi-sport organization will freely volunteer this information to any organization for the protection of children.

We recommend that a national registry of persons who have harassed or abused an individual be maintained.

Any information or complaint received, even if no harassment is found to have occurred, shall be kept in the person's confidential file. The harassment advisor shall check the personnel file each time an incident report is made to see if there is a pattern of alleged abuse. Only the harassment advisor, harassment committee chair and the harassment advisor(s) of the multi-sport organization shall have access to confidential information.

Any legitimate request for information on an individual and his or her work shall be answered.

Frivolous or Malicious Incident Reports

A frivolous or malicious incident report is a report which the complainant knows to be false and/or for the purpose of causing harm to the respondent.

Where a harassment committee has determined through a formal process that a report has definitely been made for frivolous and or malicious reasons, disciplinary action may be taken against the complainant, such as a suspension from the organization.

An unsuccessful or unsubstantiated case may mean there is insufficient evidence to prove the allegations, but it does not always mean the abuse did not occur, nor does it always mean the complaint was frivolous or malicious. (See Appendix 17.)

APPENDICES

Appendix 1 What Parents and Children Should Know

Parents must be aware that abusers are evenly divided among the social classes and may or may not be married. There is no foolproof profile that will help them recognize a typical offender. They can, however, be aware of the ways abusers operate and give their children specific advice. The abuser will most likely be known and trusted by the family, either as a relative or as someone who has become a good friend.

Offenders were asked for their advice to parents and children. Following is what they had to say.

Parents need to:

- Be aware that “over-loving or over-affectionate-type people are potentially dangerous.”
- Realize that there are some people, even family members and friends, who could ask their children to do something sexual - “parents are so naive - they’re worried about strangers and should be worried about their brother-in-law. They just don’t realize how devious we can be. I used to abuse children in the same room with their parents and they couldn’t see it or didn’t seem to know it was happening.”
- Know that we will use any way we can to get to children - “I was disabled and spent months grooming the parents, so they would tell their child to take me out and help me. No one thought that disabled people could be abusers.”
- Teach their children that they should never keep secrets or feel they are to blame if they are abused - “secrecy and blame were my best weapons. Most kids worry that they are to blame for the abuse and that they should keep it a secret.” Parents should emphasize openness and a “no secrets” attitude throughout their children’s upbringing.
- Teach children about sex, different parts of the body and “right and wrong” touches - “parents are partly to blame if they don’t tell their children about these things (sexual matters) ... I used it to my advantage by teaching the child myself.”
- Know that children hold adults in high esteem and will do what they say - “don’t teach your kids to do everything adults tell them, otherwise they’ll be too frightened of adult status.”
- Have family discussions about preventing abuse - “parents shouldn’t be embarrassed to talk about things like this - it’s harder to abuse or trick a child who knows what you’re up to.”
- Know that it is a dangerous age when girls are transforming into women and might be sexually curious - “I used that curiosity to trap them into sex.”
- Not to be too hard on children - “kids who felt unloved or not appreciated were easiest to victimize, they needed the love I gave.”
- Realize that single-parent families are a good target for pedophiles - “the mothers are stressed, overworked and are grateful for someone taking one of the children out for a while.”
- Believe children if they say abuse is happening - “children need to feel confident that someone will do something before they will tell.”

Children:

- Need a guidebook and programs to give them information about prevention - “kids are easy to trick when they don’t have a clue about what I’m trying to do.”
- Should avoid secluded, remote places - children place themselves at risk by playing in quiet places. Don’t play in deserted stairways or streets at night; don’t ever play hide and seek alone - hide in groups.
- Are too trusting and need to be told that not everyone is trustworthy - “it is probably the last person you would suspect.”
- Should tell if anyone tries to trick them or “makes strange suggestions or talks about sexual things or seems to touch or brush up against them accidentally.”
- Should go out with other children - “I never approach children in groups: there are plenty of children on their own. It just isn’t worth the risk when there are several kids together because you can’t control them all.”
- Should be wary of public toilets and never go into them alone - “a great place to hang out is in a toilet in a kiddies’ hamburger-type restaurant. Little boys, especially, go into the toilets alone and they aren’t expecting someone to try to touch them. Most of the time they are too embarrassed even to shout. I would teach kids to run out of the toilets yelling the minute anyone tries to help them zip up or touch them.”
- Should never accept lifts or talk to anyone who comes up to them - “children are so trusting. A good way to approach is to ask the time. Seems innocent enough, but once you get them in conversation, it’s hard for them to get away. If you look respectable, they figure you can’t be a nasty stranger.”
- Should tell if anyone, including a relative, is abusing them - “don’t pretend that nothing is happening and hide it from everyone, it will only get worse. That’s what happened to me.”¹

¹Child Abuse & Neglect. Vol. 19. No. 5, pp.588-590. 1995
 “Child Sexual Abuse Prevention: What Offenders Tell Us” by
 Michele Elliott, Kevin Browne and Jennifer Kilcoyne.

Appendix 2 Statistical Breakdown of Offenders

Summary of Results from Interviews with Child Sex Offenders
(Ninety-one men convicted of sex offences against children were chosen for the study.)

	%
Basic Information on Offender:	
Professional employment background	35
Married at some time	48
Child victims only (under 18 years)	93.4
Ten victims or more	30
Gender of Victim	
Only girls targeted	58
Only boys targeted	14
Both boys and girls targeted	28
Relationship to Victim	
Stranger	34
Acquainted	34
Parent	32
The Offences	
Indecent assault	100
Masturbation	72
Sexual intercourse (attempted or actual)	57
Oral sex	31
Child murdered	8
Multiple perpetrators	7
Multiple victims	15
Influenced by:	
Child's lack of confidence and self-esteem	49
"Special relationship" with victim	46
Strategies used:	
Used play or teaching activities	53
The first move made:	
Genital touching and kissing	40
Asked child to get undressed and/or lie down	32
Slowly desensitized child with sex talk	28
During first sexual contact:	
Continued to talk about sex	49
Used accidental touches	47
Used bribery and gifts	46
Used coercion and persuasion	44
Used physical force straight away	19
Victims' distress:	
Saw no distress in victim	49
Continued with abuse regardless	25
Stopped the abuse when victim distressed	26
Felt uncomfortable with victim's distress	51

²Child Abuse & Neglect. Vol. 19. No. 5, pp.588-590. 1995
“Child Sexual Abuse Prevention: What Offenders Tell Us” by
Michele Elliott, Kevin Browne and Jennifer Kilcoyne.

Appendix 3 Warning Signs of Child Sexual Abuse

Change in behavior

- refusal or reluctance to attend practices or games
- develops somatic complaints (headaches, stomach aches, etc.)
- begins to stutter, or scrambles ideas in expressing self
- becomes silent, uncommunicative or unresponsive
- becomes disruptive, antagonistic, or overly aggressive
- becomes sad, weepy, or has angry outbursts
- withdraws from social activities, alienates friends
- shows signs of being suicidal

Overt sexual behavior

- open display of precocious sexual knowledge or activity
- compulsive masturbation
- excessive interest in sex
- excessive interest in the opposite sex during ages 5-10
- persistent sex play with toys or peers

Decline in academic performance

- young child's failing work, although he or she is of apparent normal intelligence
- older child's sudden decline in academic performance

Development of new fears

- fears not characteristic of normal children in this age group
- new fears that elude explanation

Symptoms reported by parents

- loss of appetite
- threats to run away
- worry about keeping clean
- refusal to go to favorite places or stay with specific persons
- sleep disturbances
- bed wetting

Drawings

- drawings showing genitalia or other sexual parts

Appendix 4 Incident Report Form

Date and time of incident:

Name of writer:

Position:

Location of incident:

This incident is a minor/major infraction

Individual(s) involved in the incident:

Objective description of the incident (please be concise, accurate and non-judgmental):

Names of individuals who observed the incident:

Disciplinary action which was taken (if applicable):

Signature of writer:

Date:

Appendix 5 Releasing Children Form

Athlete's Name:

Athlete's Address:

Athlete's Phone:

Health Concerns (chronic conditions, allergies, etc.):

Names of Parents/Guardians:

Address (if different than athlete):

Mother:

Father:

Other Guardian:

Phone Numbers:

Mother: Home:

Business:

Cell:

Father: Home:

Business:

Cell:

Other Guardian: Home:

Business

Cell:

Names of individuals allowed to pick-up athlete from (sport organization) activities:

Name:

Relationship to Athlete:

Name:

Relationship to Athlete:

Name:

Relationship to Athlete:

Alternate person(s) to contact in case of an “emergency”

Name:

Address and Phone:

Name:

Address and Phone:

Appendix 6 Checklist for Screening

Checklist

- A. Assess each position
- B. Identify each level of risk
- C. Determine screening process
- D. Write job descriptions
- E. Design interviews based on job descriptions
- F. Develop an application form
- G. Develop reference check questions based on job descriptions
- H. Develop policy on decisions re: hiring or not hiring
- I. Develop orientation and training package
- J. Develop orientation and training presentation
- K. Design guidelines for supervision
- L. Create evaluation forms
- M. Develop policy on documentation: information to be kept, access to information

Appendix 7 Coach Selection Application

See Also Consent for Criminal Record Search

Association/Club Name:

Name:

D/O/B: SIN:

Address:

City:

Province:

Postal Code:

Phone: (Res.)

(Bus.)

(Fax):

TEAM SELECTION

First Choice:

Second Choice:

(Category i.e., Novice, Atom, Pee Wee, Bantam, Midget, Juvenile, Junior A, S, C, Senior)

If these choices are not available, would you accept a different position?

Yes/ No

NATIONAL COACHING CERTIFICATION (Please fill out all applicable areas)

National Coaching Certification (Please fill out all applicable areas)	
Technical/Practical Certification	Year Attained
Level I:	
Level II:	
Level III:	
Level IV:	
Theory	
Level I:	
Level II:	
Level III:	

TEAM/ASSOCIATION	CATEGORY	POSITION
1996-97		
1995-96		
1994-95		

What is your coaching philosophy ? (attach sheet if necessary):

COACHING RESUME

Please attach your personal resume, reflecting your coaching experiences and any other information which is not detailed in this application (i.e. employment, playing experience, other interests, etc.). Plus include detailed information on all members of your intended coaching staff. Any additional information provided pertaining to the following would also be appreciated.

What is the anticipated role of your co-coaches, assistants, managers and trainers?

What would be some of your anticipated tournaments, etc.?

What are your team initiatives, objectives and goals?

REFERENCES:

(List three references i.e. player 12 & over, parent, professional).

Name:

Address:

City/Town:

Postal Code:

Phone: Res.:

Bus.

Name:

Address:

City/Town:

Postal Code:

Phone: Res.:

Bus.

Name:

Address:

City/Town:

Postal Code:

Phone: Res.:

Bus.

Please fill out the release of information slip attached.

Date:

Signature

Appendix 8 Volunteer Application Form

(See Also Consent for Criminal Record Search)

Association/Club Name:

Name:

D/O/B:

Address:

City:

Province:

Postal Code:

Phone: Res.

Bus.

Fax:

POSITION(S) YOU ARE APPLYING FOR

First Choice:

Second Choice:

If these choices are not available, would you accept a different position?

Yes [] No []

Identify your previous volunteer position(s) and team category(s):

(ATTACH A PERSONAL RESUME IF NECESSARY)

TEAM/ASSOCIATION	CATEGORY	POSITION
1996-97		
1995-96		
1994-95		

TRAINING EXPERIENCE

Coaching Program: Yes [] No []

If yes, complete below:

Level	Year Obtained	Location
-------	---------------	----------

NCCP Certification Number:

Initiation Program: Yes [] No []

If yes, complete below:

Year Obtained: Location:

Trainers' Program: Yes [] No []

If yes, complete below:

Level	Year Obtained	Location
-------	---------------	----------

Trainers' Qualification Number:

Officiating Program: Yes [] No []

If yes, complete below:

Appendix 9 Sample Interview Questions:

How did you learn about this program/project?

Have you read the handbook, promotional materials, policies and procedures manual?

Do you have any questions about what you have read?

What made you decide to apply for this position?

What do you understand the role of [] to be?

What do you hope to achieve in this role?

What are your personal goals for this position?

How do you think children and teenagers should be disciplined?

What are your views on the use of punishment in this setting?

Do you think exercise should be used as a form of punishment?

What age group do you prefer to work with? Do you prefer to work with girls or boys? Why?

Were you ever abused as a child? as a teen?

Have you lived here very long? Can you tell me about where you come from? Why have you moved so often?

Is the race, ethnic background, sexual orientation of the client important to you?

Are there groups or individuals you would prefer not to work with?

Please tell me about your experience with children, individuals with disabilities, seniors.

How would you handle the following situation? (give a hypothetical case involving an participant).

How would you handle the following situation? (give a case involving harassment).

How would you handle the following situation? (give a case involving suspected abuse).

Have you ever purchased alcohol for your participants?

Why would you handle the situations in the way you described?

Will your partner/friend/spouse be involved in your work at all? In what way?

Have you had a negative sexual experience as a child? How did you and your family deal with it?

Do you think it is appropriate to teach participants anything about sexuality and sexual development?

Have you ever taught sexual education or given advice to participants related to their sexual development?

How did you do this, describe methods?

Has a child/participant ever made a complaint about you? If so, what was the outcome?

Have you ever abused a child?

Please tell us about other work of this kind you have been involved in.

Would you identify people at these organizations that we could talk to about your work?

Do you understand the organization's policies regarding criminal records and the kinds of criminal and other offences that would be considered relevant to this position?

Do you have a standing conviction for a criminal offence that is relevant to this position? Do you have a standing conviction for a provincial offence relevant to this position?

Have you had any involvement with the police or any other authorities that would reflect on your suitability to hold this position?

Have you read the organization's policies regarding behavior, boundaries, drug and alcohol use, etc.? Do you understand them? Can you accept to be guided by them in this position?

What difficulties do you see in fulfilling this position?

Are there any circumstances around any of your references/contacts that you would like to tell us about?

Can you tell us why you do not want us to contact this person?

Appendix 10 Sample Questions for reference checks

How long have you known the applicant?

In what capacity do you know him or her?

Would you say that you know the individual well? Slightly?

What is your current relationship to the applicant?

Describe your experience with the applicant?

How would you describe the personality and temperament of this person?

Can you please tell me what you remember most about this person? Good and bad?

How did the individual handle her or himself in your organization?

Please comment if you can on the following traits. How much or how little does this individual exhibit these traits?

- Dependability
- Trustworthiness
- Honesty
- Social skills
- Initiative
- Assertiveness
- Perseverance
- Patience
- Ability to deal with stress
- Respect for others
- Leadership Qualities
- Role model for others
- Emotional stability
- Tolerance of differences
- Ability to follow through on commitment

Has this person ever demonstrated any characteristic of temperament or personality that you believe would cause a problem if she or he were to take this position?

Has a child ever complained about the conduct of this individual? If so, what was the nature of the complaint?

Has a parent ever complained about the conduct of this individual? If so, what was the nature of the complaint?

Would you be willing for this person to work on a one-to one basis with your child?

Does this individual promote and exhibit fair play practices? Give some specific examples.

How well does this person work on his own? As part of a team?

What would you identify as this individual's strengths? Weaknesses?

Would you recommend this individual to our organization?

Appendix 11 Memorandum of Understanding

This Memorandum of Understanding made in duplicate this date 1998.

BETWEEN:

(herein called the “Police Service”)

And

(hereafter called the “Agency”)

A. PREAMBLE

Whereas there is a need to ensure the safety and security of people and property; to safeguard fundamental rights guaranteed by the *Canadian Charter of Rights and Freedoms*, provincial and federal human rights legislation, and freedom of information and protection of privacy legislation; and to promote cooperation between the providers of police services and the communities they serve;

And whereas the police community and community agencies recognize the need for adequate and appropriate screening of volunteers who work with children and other vulnerable populations;

And whereas it is recognized that police-held records are an important element of the screening process;

It is agreed that there will be a program for the screening of applicants for positions of trust with children and other vulnerable groups (the Screening Program).

B. PURPOSE

The purpose of this Memorandum is to set out terms and conditions for a Screening Program for volunteers in positions of trust with children and other vulnerable groups. Any disclosure of information pursuant to this Memorandum shall be only for the purposes as described in this agreement and according to the procedures described herein.

C. PROCEDURE FOR CONDUCTING POLICE RECORDS CHECKS

A request for a police records check and disclosure of information shall be made in accordance with the following procedure:

- a) the Agency will supply the approved volunteer applicant with a “Request for Record Check” form (*Appendix ?*)

- b) the applicant will present the signed request form to the Police Service serving the area in which the Agency is located.
- c) the applicant will pay to the Police Service a fee of _____ plus tax for performing the police records check. A request may be made of the Police Service by the Agency to waive the fee in instances where the payment of such fee would constitute a hardship for the applicant.
- d) the Police Service will undertake a search of the Canadian Police Information Centre and their local police records for criminal convictions.
- e) on the basis of the results of the record search, the Police Service will complete the “Police Records Check) form (*Appendix ?*). In instances where the results of the check are inconclusive, the Police may request that the applicant submit fingerprints in order that the applicant may be positively identified. A fee of _____ plus tax will be paid by the applicant for this service. The Police Service will instruct the applicant regarding the appropriate procedure for submitting fingerprints.
- f) the completed “Police Records Check” form will be provided to the applicant only.
- g) the applicant will present the completed “Police Records Check” form to the Agency.

D. ROLES AND RESPONSIBILITIES

The Agency will:

- a) have or obtain an understanding of the implications of human rights legislation as it applies to hiring/approving volunteers. It shall have a clear view of what information might constitute a “bona fide” reason for refusing to hire an applicant or volunteer.
- b) provide, on its application form, or with the application form, a statement that the individual must agree to participate in a police record check process, and further it must clearly define the classes of information which will be provided within this process. The form must be signed and presented to the Police Service.
- c) ensure the applicant understands the classes of information referred to in (b) and consents to the process in writing.
- d) guarantee the information will only be used for the purpose provided and will not be disseminated to any other person or agency.

- e) understand the Police Service is providing the information as a service to the Agency, and is in no way commenting on the suitability of the person for the position being sought.
- f) advise the applicant or volunteer that the presence of information provided by the Police Service may not necessarily mean a disqualification from the position by the Agency.
- g) understand the Police Service is providing information based upon personal descriptors provided and cannot guarantee the screening process provides all details concerning the individual.
- h) agree to screen only approved volunteers, not all applicants.

The Police Service will:

- a) provide a search of the Canadian Police Information Centre and local records of police departments for information related to the applicant as authorized by the applicant in the “Request for Record Check” (*Appendix ?*)
- b) provide information to the applicant as per this signed agreement. The Police Service will apply a seal to the completed “Police Records Check” form to prevent alteration of the information.
- c) ensure the applicant is the subject of the information (as far as possible - this may require fingerprinting).
- d) ensure the applicant understands the information that is provided about him or her.
- e) advise the applicant that the information provided does not necessarily mean that s/he will be disqualified from the position by the Agency.

E. USE AND CONTROL OF INFORMATION BY AGENCY

In consideration for the disclosure of the information by the Police Service, if the Agency retains information,, the Agency agrees to the following conditions for the use and control of such information:

- a) any dissemination or disclosure of the information shall be only for the purpose(s) of this Memorandum.
- b) the information supplied will not be altered in any manner.
- c) the information shall be destroyed after use or maintained in such a manner to prevent unauthorized access.

- d) there shall be no dissemination or disclosure of the information to any other agency, body or organization.

F. TERMINATION FOR BREACH OF MEMORANDUM

The Police Service may terminate this Memorandum at any time in the event of a breach of security for the improper storage, dissemination or use of the information or a failure to comply with any of the provisions of this Memorandum. The question of whether a breach has occurred is exclusively within the discretion of Chief of Police or Commanding Officer of the R.C.M.P. whose determination is final.

G. AMENDMENT TO MEMORANDUM

This agreement may be amended at any time by the mutual consent of the parties through an exchange of letters between the parties to this Memorandum.

H. TERM OF MEMORANDUM

This Memorandum shall come into force on the date of its final execution and shall remain in effect until terminated by either party.

I. NOTICE

Any correspondence, request, notice or report to be given or made pursuant to this Memorandum shall be made in writing and addressed to each party as follows:

- a) in case of the Police Service:

- b) in the case of the Agency:

J. WAIVER

No action or failure to act by the Police Service shall constitute a waiver of any right afforded to the Police Service under this Memorandum, nor shall any such action or failure to act constitute an approval of or acquiescence in any breach thereunder, except as may be specifically agreed in writing.

K. INDEMNITY

- a) The Agency shall indemnify the Police Service from all claims, losses, damages, demands and expenses arising directly or indirectly out of the provision or use of information pursuant to this Memorandum provided the claim, loss, damage, demand or expense was not caused by the wilful misconduct, fault or negligent act or omission of the Police Service.
- b) The provisions of this Section shall survive the termination of the Memorandum for any reason whatsoever.

Appendix 12 Child Abuse Registry Form

Nova Scotia Department of Community Services

FORM XIII

Child Abuse Register - Request for a Search

A request for a search of the Child Abuse Register respecting persons applying to be an adoptive or foster parent, or a person, including a volunteer, who is or would be caring for or working with children should be forwarded to:

Private and Confidential

Child Abuse Register
Family and Children's Services
Department of Community Services
P.O. Box 696
Halifax, Nova Scotia B3J 2T7

1. THIS SECTION IS TO BE COMPLETED BY THE ORGANIZATION OR PERSON APPLYING FOR A SEARCH

Name of Person/Organization

Address

Postal Code #

Phone #

Describe the specific reason(s) for the inquiry, including the nature and extent of contact with children. (NOTE: Requests must come within the meaning of Section 66(4)(a)(b) of the Children and Family Services Act and, therefore, insufficient information may result in delays.) IF SPACE IS NOT SUFFICIENT, ATTACH SEPARATE PAGE.

I agree that the information provided pursuant to this search request will be kept in the strictest confidence by me. I understand that a failure to maintain confidentiality is a violation of the Children and Family services Act.

Signature

Name (please print)

Position or Title (please print)

CONFIDENTIALITY OF INFORMATION IN CHILD ABUSE REGISTER

Section 66(4) of the Children and Family Services Act stipulates that persons receiving information as a result of the search of the Register SHALL treat the information as CONFIDENTIAL.

OFFENCE AND PENALTY

In accordance with Section 66(5) of the Children and Family Services Act, every person who contravenes Section 66(4) and every director, officer, or employee of a corporation who authorizes, permits, or concurs in such a contravention by the corporation is guilty of an offence and upon summary conviction is liable to a fine, of not more than five thousand dollars or to imprisonment for a period not exceeding one year, or both.

1. THIS SECTION IS TO BE COMPLETED BY THE PERSON WHO IS THE SUBJECT OF THE SEARCH.

- a. Full legal name
- b. Surname at birth
- c. Commonly used name(s)
- d. All other surname(s) during your lifetime
- e. Nicknames / alias utilized
- f. Date of birth
- g. MSI # SI # Driver's License Master #
- h. Place of birth
- i. Name(s) and date(s) of birth of any children. IF SPACE IS INSUFFICIENT, ATTACH SEPARATE PAGE

- j. Current place of residence (please provide complete current mailing address)

- k. Phone number(s) Residence Business
- l. Place(s) of residence in Nova Scotia within the past 10 years. IF SPACE IS INSUFFICIENT, ATTACH SEPARATE PAGE. Please list.

- m. Total length of residency in Nova Scotia
- n. Occupation
- o. Education

The undersigned consents to a search of the Child Abuse Register at the request of

(Agency, Organization or Person making inquiry -PLEASE PRINT)

to ascertain whether or not my name is recorded in the Register regarding my application for (Please state position for which you are applying)

I SWEAR THAT THE INFORMATION PROVIDED BY ME IN THIS AFFIDAVIT IS TRUE.

Sworn to at _____)
 In the County of _____)
 Province of _____)
 this _____ day of _____) Signature of Person who is the subject of the
 inquiry
 A.D. 199____)

 A _____, in and for the)
 Province of _____)

Appendix 13 Participant Exit Interview

This opportunity to receive feedback from the participants who are leaving your organization for whatever reason should be a mandatory process.

You need to decide whether a written format or a face-to-face interview would solicit the best information.

QUESTIONS

This organization needs your input to continue to improve our program and to make sure sport is safe and rewarding for all participants. Your co-operation with us is greatly appreciated and we thank you for your insights.

1. What were the highlights of your past year in this sport?
1. What were the low points?
1. How would you describe your relationship with:
 - your coach
 - your manager
 - your team mates
 - anyone else you wish to mention?
1. What prompted your decision to leave? Are there any other contributing factors?
1. Is there anything about your experience that caused you concern?
1. What can we do to improve conditions or make it better for other participants?

Appendix 14 Sample Intake Sheet

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Referral/Intake Sheet - CONFIDENTIAL

Activity	
Team / Club / Sport	
Alleged Incident	
Alleged harasser	
Relationship (Coach, official, volunteer, parent, participant, other)	
Location of incident(s) - where?	
Date and time of incident	
Age(s) of those involved	
Did anyone witness this incident?	
If so, who are they?	
Where can they be reached?	

Recorder's Information:

Organization taking the call:

Date:

Time:

Name of person recording:

Signature: _____ Date: _____

Send to: (Address)

Appendix 15 Sample Sheet: Details of Contact with
Other Organizations

Organization called:

Person taking call:

Date:

Time:

Recorder's name:

Signature:

Details of contact:

Appendix 15 Child Welfare Contacts—Nova Scotia

Annapolis County, Family and Children's Services 2337	(902) 532-
Antigonish County, District Office DCS 3213	(902) 863-
Cape Breton, CAS of Cape Breton	
Sydney	(902) 563-3400
Glace Bay	(902) 842-4010
North Sydney	(902) 794-5100
Baddeck	(902) 295-3231
Colchester County, CAS of Colchester	(902) 893-5950
Cole Harbour, District Office DCS 7472	(902) 435-
Cumberland County, Family & Children's Services 3336	(902) 667-
Dartmouth (Bedford and Halifax County)	
District Office DCS	(902) 424-3298
Digby County, District Office DCS	(902) 245-
	2581
Guysborough County, District Office DCS 4007	(902) 533-
Halifax Children's Aid Society	
South Street	(902) 425-5420
Spryfield	(902) 477-2777
Hants County, Family & Children's Services 2289	(902) 798-
Inverness/Richmond, CAS of Inverness-Richmond 0660	(902) 625-
Kings County, Family & Children's Services 6176	(902) 678-
Lunenburg County, Family & Children's Services 4554	(902) 543-
Mi'kmaq Family & Children's Services	
Shubenacadie	(902) 758-3553
Eskasoni	(902) 379-2433
Pictou County, Children's Aid Society	(902) 755-5950
Queens County, Family & Children's Services	(902) 354-3525
Sackville, N.S., District Office, DCS	(902) 865-
	5750
Shelburne County, CAS of Shelburne	(902) 637-2337
Yarmouth County, Family & Children's Services 0700	(902) 742-

Appendix 16 Information on False Allegations

General facts about allegations of abuse and neglect

Allegations can be sorted into three types, which are given a variety of names:

- 1 Substantiated/Founded/True/Confirmed/Proved allegations
Sufficient evidence is produced to confirm the allegations.
- 2 Unsubstantiated/Unfounded/Unproven/Insufficient information allegations
May be due to the inability to produce sufficient information to permit a determination of fact; a credibility issue between the parties.
May occur when the child or youth either lacks verbal and communication skills or has communication disabilities.
Has experienced poor investigative techniques.
As a result, at least 50 per cent of cases are labeled as unfounded or unsubstantiated and therefore never go to court. (Yuille et al, 1995, p. 22)
- 3 False/Fictitious/Erroneous allegations
Are often confused with unfounded or unsubstantiated cases.
Are complaints that are judged not to have occurred. Such a complaint may be one of the following:
 - an allegation that is wholly untrue; one in which none of the alleged events occurred.
 - an allegation which is valid except an innocent person has been accused; known as perpetrator substitution.
 - an allegation that has a mixture of true and false features. (Yuille, Tymefievich and Marxsen, 1995, p. 23)

One U.S. study showed 92 per cent of children/youth accurately reported their sexual abuse. Eight per cent were counted as false allegations. Of those eight per cent:

- six per cent of the false allegations originated with adults, many of whom were involved in a custody dispute.
- two per cent were from children/youth who either recanted their accusation or displaced the accusation for safety reasons.

(Jones and McGraw, 1987)

Appendix 17 Sample contracts

Participant's Agreement

I agree to behave in a fair and sportsmanlike manner.

I accept responsibility for treating everyone with honesty, dignity and respect.

I, _____ have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which includes the boundaries and the fact sheet "what a child should know."

I realize that failure to meet the above expectations could result in disciplinary action as outlined in the above mentioned Policies and Procedures.

Date:

Sport:

Signature of Participant

Signature of Club/Association Representative

Signature of Parent

Coach's Agreement

I agree to behave in a fair and sportsmanlike manner as an example to the participants.

I accept responsibility for treating everyone with honesty, dignity and respect.

I shall treat all participants with respect.

I shall assist each participant to attain his or her own goals.

I, _____ have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which includes the list of boundaries.

I realize that failure to meet the above expectations could result in disciplinary action as outlined in the above mentioned Policies and Procedures.

Date:

Sport:

Signature of Coach

Signature of Club/Association
Representative/Employer

Official's/Administrator's Agreement

I agree to behave in a fair and ethical manner.

I accept responsibility for treating all people with honesty, dignity and respect.

I, _____ have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which includes the list of boundaries.

I realize that failure to meet the above expectations could result in disciplinary action as outlined in the above mentioned Policies and Procedures.

Date:

Sport:

Signature of Official/
Administrator

Signature of Club/Association
Representative

Parents'/Guardians' Agreement

I accept responsibility for actively promoting the concepts of harassment-free sport.

I accept responsibility for treating all people with honesty, dignity and respect.

I acknowledge that my child is participating in this sport to achieve his/own goals.

I, _____ have read and understood the definition of harassment/abuse (see reverse) and the attached Harassment/Abuse Policies and Procedures which includes the list of boundaries and the fact sheet, “what parents should know.”

I realize that failure to meet the above expectations could result in disciplinary action as outlined in the above mentioned Policies and Procedures.

Date:

Sport:

Signature of Parent

Signature of Club/Association
Representative