

Safe Sport Allies

Safeguarding children in local sports clubs



Script for facilitators of the workshop
'Learning to properly respond to harassment and
abuse as a coach'



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Content

Implementation script for the Safe Sport Allies coach workshop: a workshop for coaches with the aim of stimulating conversation, detecting signs, responding and preventing harassment and abuse in the sports club.



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The Safe Sport Allies consortium consists of research institutes Thomas More University of Applied Sciences (BE), Mulier Institute (NL), Haag-Helma University of Applied Sciences (FIN) and the Open University (NL), sports organisations Cyprus Sport Organisation (CY) and Athletics Club Bilbao (ES), and practice organisations Centre for ethics in the sport (BE), De Stilte Verbroken (NL), and Terre des hommes – Aide à l'enfance dans le monde (RO).

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Welcome!

Welcome to Safe Sport Allies! Safe Sport Allies, or SSA for short, is a collaborative project with several international partners: research institutions Thomas More University of Applied Sciences (BE), Mulier Institute (NL), Haaga-Helia University College (FIN) and Open University (NL); sports organisations Cyprus Sport Organisation (CY) and Athletics Club Bilbao (ES); and practice organizations Centrum Ethiek in de Sport (BE), De Stilte Verboden (NL), and Terre des Hommes – Aide à l'enfance dans le monde (RO).

The SSA project was co-funded by the European Union's Erasmus+ Collaborative Partnership program and aims to develop education programs aimed at local sports club members to protect young sport participants from harassment and abuse.

One of the outcomes of this project is a workshop for coaches that introduces them to the topic of harassment and abuse in sport. During the workshop we offer exercises to teach coaches how to assess (the seriousness of) harassment and abuse towards young sport participants. Coaches are also encouraged to talk to each other about where boundary lie, and what they themselves can do in situations of harassment and abuse.

This script provides you with all the information you need to prepare and lead this workshop.

Background information





This workshop “ Learning to properly respond to harassment and abuse as a coach” was created for the participation of approximately 5 to 15 coaches at a time, and may be delivered by the club safeguarding officer(s), administrators, or trained facilitators. We recommend the facilitator to prepare by using this script.

If you, as a club safeguarding officer or coach, prefer to facilitate shorter discussions on this topic, you may also use the Safe Sport Allies Conversation Cards. These cards describe different methodologies for talking with coaches about harassment and abuse before, during or after a training/camp/competitions or tournaments, and can be downloaded for free at www.safesportallies.eu.

Structure of the script

The workshop consists of a face-to-face session of approximately 90 minutes. The session is comprised of several components including exercises, discussions, and knowledge exchange.

In this script we use pictograms to assist you in easily finding the information you need.

	Background information	Throughout the script, background information is provided for some assignments. This information is provided primarily for you, the facilitator, to help in guiding the session. You do not need to cover this information with the coaches.
	Exercise	Throughout the workshop there are several assignments/exercises for the coaches. You will find the explanation of these assignments at this pictogram.
	Task	This symbol indicates that there is a task for the facilitator.
	Important information	Throughout the script, you will find important information for each exercise. Keep a close eye out for them!

Preparing the workshop

Target group	<ul style="list-style-type: none">▪ 5 – 15 youth sport coaches (minimum 16 years old) of one local sports club
Duration workshop	<ul style="list-style-type: none">▪ Face-to-face workshop: max. 90 minutes
Objectives	<p>After the workshop, the youth sport coach ...</p> <ol style="list-style-type: none">1. can identify the different forms of harassment and abuse,2. can indicate that boundaries are different for everyone (fellow coaches, sport participants),3. is aware of the importance of consent of his/her sport participants, and4. will report situations of harassment and abuse to the club safeguarding officer.
Content	<ul style="list-style-type: none">▪ Exercises that stimulate interaction and discussion▪ Examples of neglect and physical, psychological, and sexual harassment and abuse
Materials	<p>Before the start of the workshop, the facilitator should check to make sure they have all the materials:</p> <ul style="list-style-type: none">▪ Cards with situations (ladder competition)▪ Projector and screen (optional and if present in the club)▪ PowerPoint with case material (optional)

Schematic overview of the workshop

Content	Objectives	Duration
1. Welcome, explanation, and introduction <ul style="list-style-type: none"> Introduction round 		5'
2. Introduction <ul style="list-style-type: none"> Opening questions about harassment and abuse 	(1)	10'
3. Ranking game <ul style="list-style-type: none"> Ranking a set of behaviors of harassment and abuse Explanation of the boundary points system 	(2), (3)	30'
4. What would you do? <ul style="list-style-type: none"> Case description of harassment and abuse Group discussion to assess the situation The facilitator gives advice on what to do in such situation 	(2), (3), (4)	35'
5. Introduction - club safeguarding officer	(4)	5'
6. In closing <ul style="list-style-type: none"> Take home message 	(1-4)	5'

1. Welcome, explanation and introduction – (5 MIN)

Materials

- PowerPoint (optional)

Start by welcoming the coaches. Introduce yourself briefly and indicate that you are there to talk about and do exercises about the topic of harassment and abuse.

In this session, you will talk about harassment and abuse in sport and the importance of positive bystander behavior. The goal is to learn from one another by exchanging thoughts and ideas on this topic during the session. In this way we can better understand what values and standards each of us consider as important, what we individually pay most attention to, and what we would do similarly or differently from our fellow coaches in instances harassment and abuse.

Introduction round

You can choose to do this in a fun/original way. Just remember that the coaches might already know each other well.

- Name
- Role (function) at the club
- Optional: What is your most special sports moment? (this can be as a sport participant, coach, or spectator)

Set up the ground rules (optional, but recommended)

- *We let each other speak and we listen to each other.*
- *We respect each other's opinions and points of view.*
- *Everything discussed in this group is and will remain confidential. Out of respect for other club members, no identifiable information should be shared during the session.*
- *There are no right or wrong answers.*
- *You choose what information you want to share.*
- *We understand that this is a difficult topic. If certain emotions and/or memories arise during or after the session, please reach out to the club safeguarding officer, a local helpline, or someone that you trust.*
- *If someone finds themselves overwhelmed, they can take a break.*

2. Introduction – (10 MIN)



Exercise

- I. **Evaluate whether the following examples are situations of harassment and abuse.** (Yes vs No)
 - *Ask the coaches to individually decide if they find the situation to be an example of harassment and abuse.*
 - *During the face-to-face workshop, have them sit on an imaginary line where one end represents the answer “Yes” and the other end represents “No”.*
 - *After they have given their answer, ask the coaches to explain why they feel this way.*
 - *Afterwards, you can give additional information about why a situation is or is not an example of harassment and abuse from our point of view.*

Situations:

- A. Mark (55 years old) played tennis for many years and is a loyal fan of the tennis club. He regularly attends the matches and often attends those of Silke who is 16 years old. Silke feels that Mark is staring at her the entire time. When she looks in Mark’s direction, he occasionally gives her a wink.

Things you can take into account while discussing the situation:

In this example, Silke’s feelings and her experiences are priority. Silke feels uncomfortable because of Mark’s behavior. It is about the feeling of Silke and not the intention of Mark.

- B. Viktor (10 years old) has a knee injury and is unable to participate in the soccer game. He really wants to play and suggests to the coach that he could stand in the goal because even with his injury, he should be able to do that. But the coach replies, “Standing in the goal is playing soccer. Go sit in the gallery and take care of your knee!”.

Things you can take into account while discussing the situation:

It is important for coaches to clearly and correctly communicate to their sport participants why they are not being allowed to participate in the game. In this case, the coach wants to make sure that Viktor does not play with an injury to prevent the injury from getting worse. In this case the coach takes his responsibility to put Victor’s health first.

- C. Sara and James (both 16 years old) send nude pictures to each other and enjoy doing this. They have promised each other to not show or send the pictures to other people.



Things you can take into account while discussing the situation (note: this background information refers to the Belgian judicial context in 2023. We recommend the facilitator to investigate the specific situation of the program country.):

- Sending nude pictures of yourself (sexting) to another adult (both 18+) is not punishable as long as both parties have given their consent. The exchange of nude pictures by young people aged 16 and 17 is also not criminalized when it is done with mutual consent and when there is no dominant position of one of the two parties.
- In this case, Sara and James are the same age and are equals. They have both given consent to send and receive nude pictures of themselves. They are doing this completely voluntarily. There is no coercion or blackmail involved. Thus, in this case, there is no criminal conduct.

Some additional comments:

- Sexting between minors under the age of 16 is punishable by law because, legally, this behavior is seen as making and distributing abusive images of minors. The law looks to protect children and young people and does not necessarily want to punish them if this behavior does happen between 2 young people below the age of 16 with consent. It is important to note that education in this situation is essential.
- It is also important to highlight that adults may have different moral views on sexting, and that is okay. However, it is essential to emphasize that 1.) it is not criminal behavior if it is consensual and between 2 equal parties and 2.) this is very common among young people.

- D. Quin (15 years old) misses a 3-pointer during an important basketball game. Out of frustration, her father throws his water bottle towards her from the audience.



Things you can take into account while discussing the situation:

Her father expresses his frustrations straight to Quin instead of encouraging his daughter to try scoring again. He is clearly not in control of his own emotions and frustrations and shows that in an incorrect way.

I. **Do you know of any other examples of harassment and abuse that have not yet been addressed?** (Free input).

- During this exercise, let the coaches give their own/additional examples of harassment and abuse in sport
- You can first have them write down their examples on post-its. Then go over their examples together.



The table below is illustrative for you as facilitator, but can also be used to discuss the wide range of harassment and abuse. The examples of harassment and abuse given by the coaches, can be completed using the information and table below.

Neglect	Psychological abuse	Physical abuse	Sexual abuse
Medical neglect	Being threatened, name calling, verbal abuse	Physically harmful initiation rituals	Sexual looks
Failure to supervise	Being ignored or excluded	Forced doping	Sexual images (receipt manufacture, transmission or forced to watch)
Not having basic needs met such as food or water	Not receiving appreciation for sports achievements	Being forced play or train while being ill, exhausted or injured	Made to undress
Educational neglect	Unrealistic high expectation pattern	Hitting, slapping, punching, pinching, biting, burning, kicking, etc.	Sexually touching
Lack of safe athletic equipment	Psychologically harmful initiation rituals	Physically harmful/painful corrections	Sexual assault
			Genital, oral, anal penetration (or attempt)
			Sexually harmful initiation rituals



Important information

- Make sure that all forms and types of harassment and abuse are clearly addressed (using the table if needed) and not just the most “known types”. It is important that the coaches gain insight into the wide range of harassment and abuse in sport.

3. Ranking game – (30 MIN)

Materials

- Cards with situations (Appendix 1A and 1B)

Introduction

Harassment and abuse show itself in different types and degrees. Where exactly the line between acceptable and unacceptable behavior lies is different for everyone and can also change over time. This makes judging situations of harassment and abuse quite difficult. We tend to react first from our personal gut feeling. However, this is not reliable and very confusing for those involved because it is different for everyone. This can be especially difficult for children and adolescents because they often do not yet understand this behavior and are starting to test boundaries. So, it is important to base your assessment of harassment and abuse on established criteria.



Exercise

- Divide the coaches in groups of 3 or 4 people and give each group a set of cards containing different situations. Ask them to rank the behaviors in order of severity (1 = least severe – 6 = most severe).
- When all groups have ranked the behaviors, have them share their ranking with the other groups. Is the ranking the same? Are there differences?
- Next, have a discussion with the whole group using the reflection questions.

Situations Team sports:

- A member of the boys' team (16 years old) sometimes slaps or pinches the backside of a member of the girls' team (16 years old) during training.
- The head coach continuously makes small comments about the weight of one of the sport participants (14 years old) in front of the entire team.
- Bart (21 years old), a sport participant, often stares at a group of girls from the sports club (15 years old) while they are training on the field next to his team. This makes them feel uncomfortable.
- Members of a team (16 years old) exclude one of their teammates from their WhatsApp group.
- A group of players (14 years old) sitting on the bench during their game throw cans of soda in the direction of their opponent's during the break.
- Frank (42 years old) shouts and offends the adult players of his team when the opposing team scores during the cup final.
- Aster (age 15) is asked by the coach to focus completely on their sports career and to waste as little time as possible on homework and school.

Situations individual sports:

- A male sport participant (16 years old) sometimes slaps or pinches the backside of a female sport participant (16 years old) which whom he often trains with.
- Sofie, the head coach, continuously makes small comments about the weight of one of the sport participants (14 years old) in front of other sport participants.

- K. Bart (21 years old), a sport participant who often trains in the same gym, regularly stares at a girl from the club (15 years old). This makes her feel uncomfortable.
- L. Members of a team (16 years old) exclude one of their teammates from their WhatsApp group. They do not train together but are from the same club.
- M. After an event, a parent scolds their child and calls them a “loser” and “good-for-nothing” in front of other parents and sport participants because, according to them, the child did not do their best.
- N. Frank (42 years old), a coach, asks Lisa (16 years old) to compete during the game. The physiotherapist strongly advises against this because it may worsen the injury.
- O. Ismail (age 15) is asked by the coach to focus completely on their sports career and to waste as little time as possible on homework and school.

Reflection questions

Gebruik onderstaande vragen om samen met de groep te reflecteren over hun rangschikking. Vul aan of geef duiding waar nodig.

- How did you evaluate the situations?
- Did you use specific criteria to make the ranking?
- What made you think something was more or less severe?
- Where lies the boundary for you?
- Are there certain things that weighed more in the assessment than others for you?
- Do you agree/disagree with the ranking of the other group(s)? Why?



Important information

Mention that experiencing harassment and abuse is always extremely subjective. Everyone has their own estimation of what is (in)appropriate and where their boundaries lie. The behavior can also be considered more or less severe depending on the situation or the people involved. Therefore, it is almost impossible to make a general classification for all types of harassment and abuse. In order to help and guide you, the Belgian expert organisations [Sensoa](#), [Pimento](#) and [Icoba](#) have developed the Boundary points system (based on the [Sensoa Flag System](#)). The system is based on six criteria and can help you to assess situations of harassment and abuse more ‘objectively’ and to develop a pedagogical response based on your evaluation. While you, as facilitator, use the reflection questions, you can add more information by using the 6 criteria of the Boundary points system (see Background information).



Background information

The [Boundary points system](#) contains six criteria to assess whether or not we can speak of harassment and abuse. The criteria can help to make particular behaviors discussable and more objective, and they will help to appropriately respond to the behaviors.

The six criteria are:



1. **Individual consent / societal agreement for the behavior:** Look at the individual level to see if the people involved consent to the specified behavior. It is also important to see if there are social agreements (formal/informal) around certain behaviors about how you treat each other.
 - On one side, you look at the individual level to see if the people involved consent to the specified behavior. Do they consent? Did they explicitly ask for it? Is it desired?
 - On the other side, you explore how this behavior is perceived at the societal level. After all, when interacting with people, there are many formal and informal rules and agreements about how you treat each other. It is important that you know what the common manners, norms and values are within society and that you apply them.



2. **Voluntary agreement:** Voluntary engagement refers to being in the situation by choice and interacting with the other person completely voluntarily. It also means that at any time you can say stop and step out of the situation.
 - There is nothing voluntary when someone is physically or psychologically forced to do things. This can include manipulation, blackmail, deception, trickery, threats, or being forced to keep things a secret. The situation becomes more severe when it becomes more difficult to escape from.



3. **Equality:** A situation can cross boundaries as soon as there is an inequality between those involved. This happens when there is an imbalance of power in terms of age, knowledge, intelligence, prestige, power, position, ... It is not the inequality that makes the situation crossing a line, but the fact that this inequality is abused to take advantage of it.
 - (In)equality between those involved can occur in number, age, knowledge, intelligence, prestige, power, position, life experience, maturity, status, etc.
 - In situations of bullying, there is always an inequality between the bully and the person being bullied. In sexual interactions, equality is preferred so there is no dominance of one person over another.



4. **Developmental or functional Level:** We expect adults to have a minimum level of emotional and behavioral self-direction and maturity to function in social and sexual situations. Behavior of children and adolescents depends more on the developmental stage they are currently in. This does not mean we approve of them, but it sometimes sheds a different light on the situation.
 - We expect an adult to be able to assess and evaluate what is healthy and acceptable behavior for themselves and others. In addition, a competent adult realizes the importance of respecting boundaries, both of themselves and of others. But sometimes there are reasons to believe that the other person is not capable of understanding those boundaries:
 - Illness or deterioration such as dementia
 - Mental disability
 - Temporary or permanent condition such as psychosis, manic or depressive episode, grief, overtiredness, or in love
 - Intoxication
 - Trauma

When you have the knowledge that you are working or interacting with people with emotional developmental disabilities, you are less likely to be surprised if they act in an agitated manner or show less self-control; because this is more likely to suit their emotional developmental level.

Behaviors of children or adolescents are more dependent on the stage of development they are in. The list of what behaviors to expect at what age can be found [here](#).



5. **Context:** Context: Depending on the etiquette and rules of a context, the situation becomes less severe or is even completely okay. Or conversely, the more inappropriate the behavior is in one particular context, the more severe the situation will become. A mother who pulls her child harshly up the sidewalk when a car with screeching tires is approaching is different from when the mother does the same thing because the child asks for a piece of candy at the checkout of a supermarket. (ex. giving a colleague negative feedback in a reproachful tone by themselves or in front of others?)
 - Depending on the etiquette and rules of a context, the situation becomes less severe or is even completely okay. Or conversely, the more inappropriate the behavior is in one particular context, the more severe the situation will become.



6. **Impact:** Is there any negative impact or harm to those involved (whether to the person initiating the behavior, the person undergoing the behavior, to other people involved or the sport context)?

The impact from harassment and abuse can manifest itself in different ways (e.g., physical, psychological, social, etc.) and has different degrees (e.g., due to repetition and/or duration of behavior, intensity, awareness and/or intention of behavior).

4. What would you do? – (35 MIN)

Materials

- Beamer and screen (optional and if available)
- PowerPoint with cases (optional)

Introduction

Now that we know what harassment and abuse is, and that it appears in different types and severities, it is equally important to have tips and tools that you can use if you notice, suspect, or if someone tells you about a situation of harassment and abuse. When that happens, you are in the position of a bystander and it is important to react correctly. For that reason, we will now look at some cases.



Exercise

- Each case describes a situation of harassment and abuse.
- Read each case out loud and discuss using the reflection questions.
- Take the time to discuss what a coach could do in such situation.



Case 1: Arthur

Fernando and Jonathan are youth coaches at the local sports club. They are well liked and trusted and spend a lot of time with the young sport participants. Because of this, they hear a lot of stories. One such story is about Arthur, a 14-year-old sport participant. Apparently, Arthur is systematically being excluded and not invited to social activities organized by his teammates. He does not know this because his teammates have a WhatsApp group without him in it. Fernando and Jonathan also heard that the teammates occasionally hide Arthur's clothes and belongings in the locker room while he is taking a shower. They also all agree to not speak to Arthur, and sometimes give him a push, a shove, or a punch during training. On the field, Arthur gets made fun of and sometimes tackled viciously. Fernando noticed that Arthur is becoming more and more withdrawn lately.

Ask the coaches to put themselves in the places of Fernando and Jonathan. Use the reflection questions to discuss the situation in the group.

Reflection questions

- *How do you feel about this situation?*
- *To what extent do you recognize bullying behavior in this situation?*
- *What would happen if you did nothing as a coach in this situation?*
- *What impact could this situation have on the sport participants' and/or team's performance if you did nothing?*
- *What would or would not be reasons to intervene as a coach?*
- *As a coach yourself, what would you do in this situation?*



Background information

Advice (based on the Boundary points system):

Because this case is about bullying, a good first step would be to inform and discuss the situation with the **club safeguarding officer** and work together to see how to best address the issue.

Next, it is important to **talk to Arthur** to discuss how he feels, what he needs, and how you can help him. It is best to do this first before approaching the sport participants who are doing the bullying because it is important that Arthur is included in the steps that will be taken and that he feels comfortable with these steps.

- Have a separate conversation with Arthur. It is recommended to choose a room where you will not be interrupted by other people.
- Tell Arthur what you overheard and listen to what Arthur has to say about it. "I heard that the other sport participants have been hiding your clothes and belongings and that they are shutting you out. Can you tell me a little more about this?"
- Listen to Arthur's story and give room for emotions: "I can tell you're upset. How are you feeling? What do you need?"
- Indicate that boundaries were crossed and that you disapprove this behavior.
- Together, discuss the options and what steps can be taken. Try to persuade Arthur to include people he trusts (e.g., parents, friends, a helpline).
- Make clear agreements about what steps you will take, (e.g., group discussion, involvement of club safeguarding officer, etc.) and how you will keep Arthur informed.

Some tips for talking to young sport participants:

- Since the bullying incidents are severe, you could address the sport participants directly about their hurtful, harassing, and abusive behavior.
- Indicate what makes the behavior(s) unacceptable & clearly name the incorrect behavior. For example:
"I hear you exclude Arthur and hide his things from him in the locker room"
"It's not okay to exclude someone or take someone's stuff. Know that this behavior allows for sanctions to be taken. We choose to address this through conversation first. If your behavior does not stop, there will be consequences."

Ask the sport participants why they engaged in this behavior and their thoughts on what should be done:

- "What made you do this?"
- "How would you feel if you were treated in this way?"
- "What do you think we should do concerning this behavior?"
- "What can you do to better as individuals and as a group?"
- "What steps are you willing to take in order to make the situation again?"

Make sure that they understand the seriousness of the situation

- "Serious sanction can be taken for this kind of behavior. We chose to address this through conversation first, but if your behavior does not change, there will be more serious consequences."



What is a bystander or bystander behavior?

Also briefly discuss the different forms of bystander behavior following Arthur's case study. Have them help think about different examples.

Tip: Start with the negative examples first and end with the positive examples.

*In situations of harassment and abuse, there are often more people involved than only the perpetrator(s) and victim(s). As a **bystander** you can have an impact during and after an incident of harassment and abuse, for better or for worse.*

	Reactive (During or just after an incident)	Proactive (Unrelated to an incident)
Positive	<p>During: making the situation stop by intervening</p> <p>Afterwards: accommodate victim, contact parents, address perpetrator, ...</p>	Get an education, lead by example, give young people a say
Negative	<p>Tijdens: encouraging, applauding, participating yourself</p> <p>Afterwards: not believing, downplaying, disbelieving, ...</p>	preaching rape myths, promoting gender inequality, making woman or LGBTQI+ unfriendly jokes, not tolerating participation from young sport participant, ...



Case 2: Elisabeth

Elisabeth, a 15-year-old field hockey player, is just coming off a long rehabilitation period due to a back injury. The day before an important game, she starts training again. Elisabeth is still suffering a bit from her injury but was able to participate in about half of the training and it went really well. You, as coach of the younger field hockey players, overhear a conversation between Elisabeth and her coach Céline. Céline is begging Elisabeth to play in the game tomorrow despite her just coming back. Céline says that without her, the team has no chance. Elisabeth's doctor indicated that she should first complete two full training sessions before she plays a game. Elisabeth herself can't wait to play again and absolutely wants to participate. She is confident that everything will work out and that her body is ready, just like her teammate Sarah who came back early from an injury. Elisabeth doesn't want to disappoint her coach or her team and is determined to help them win this game.

Use the reflection questions to discuss the situation in the group.

Reflection questions

- *How do you feel about this situation?*
- *What would happen if you did nothing as a coach in this situation?*
- *What impact could this situation have on the sport participants' and/or team's performance if you did nothing?*
- *What would or would not be reasons to intervene as a coach?*
- *As a coach, is it easy to hold fellow coaches accountable if they do not handle something well in your opinion? Why yes/no? (If there are both younger and more experienced coaches, you can also ask if this is different if you have more or less experience within a club as a coach).*
- *As a coach yourself, what would you do in this situation?*



Background information

We are aware that intervening and/or questioning the decision of a fellow coach is not an easy step to take, although in this situation, it is important to talk with coach Céline. If you do not feel comfortable addressing Céline directly, you can go to the club safeguarding officer.

In this situation it is important that coach Céline is approached, and that it is made clear that it is not okay for players to participate against doctor's advice.

You can also talk with Elisabeth about what you heard. Discuss with her that it is not right for her coach to ask her to play a game when she is not physically ready or against doctor's orders. From a motivational point of view, it is important to stress that her determination and efforts to return are admirable and part of what makes her so important to the team but that it is important to take the time to recover and get back in shape. Emphasize that it is essential to follow the doctor's advice.

Because Elisabeth is so determined to be part of this important match, you can work with her to see how she can contribute although she cannot play herself.

Lastly, you can also contact Elisabeth's parents since it is quite a severe incident and Elisabeth is a minor. It can be important to inform the parents about the position of the club so that they can make sure that the doctor's advice is always followed. In this way, the parents are involved, and they can keep an eye on their daughter to make sure their boundaries are not crossed. If Elisabeth herself does not have the courage to go against the coach, it is important that parents know who they can turn to for reporting this kind of situation.



Casus 3: Emiel en Jonas (optional)

- **You may find yourself pressed for time at this point during the workshop. It is okay to skip this case study. In doing so, it is important to be sure to share the following background information:**
 - If situations are very serious and criminal behavior is involved, it is best as a coach to call in the club safeguarding officer immediately. In this particular situation, the club safeguarding officer will most likely be supervised by the federation API.

After the training of a mixed group of 12-year-old sport participants, you notice Emiel and Jonas walk towards the girls' changing rooms and showers. You didn't pay much attention to it at the time, but the next day one of the girls comes to you and tells you that Emiel and Jonas were secretly taking pictures in the girls' showers with their smartphones. The girls have heard that the pictures were sent to the entire boys' team in a WhatsApp group. The girls are really upset and are afraid that the pictures will be passed around to others.

Use the reflection questions to discuss the situation in the group.

Reflections questions

- *How do you feel about this situation?*
- *What would happen if you did nothing as a coach in this situation?*
- *What impact could this situation have on the sport participants' and/or team's performance if you did nothing?*
- *As a coach yourself, what would you do in this situation?*
- *Who would you involve in addressing this situation?*



Background information

Because this situation is very severe, it is best for the coach to immediately call in the club safeguarding officer to oversee and handle this particular situation. In a case such as this, the club safeguarding officer will most likely be assisted by the federation safeguarding officer.

It may also be a good idea to contact a specialist child protection agency or the police since this includes spreading pictures through social media. Often, they can help to remove these pictures from the Internet. In addition, you can also seek advice from a helpline for information regarding violence and child abuse.

In this case, a serious conversation with the boys, the girls and the parents will be required. This conversation should be supervised by the club safeguarding officer.

The club will also need to communicate with all involved parties about the steps club management will take. A specific contact person for parents, sport participants and coaches will most likely be designated. As a coach, it is best to leave this communication and interaction to the club management.



Important information

- It is important to note that if you are aware of or suspect an incident of harassment and abuse, immediately inform the club safeguarding officer. This person is trained to follow up such situations, contact the appropriate authorities and take any necessary steps.

5. Introduction club safeguarding officer - (5 MIN)



Preparation

- If you are organizing the workshop yourself, contact the club safeguarding officer asking them to attend and introduce themselves to the coaches present.

Introduction

- The club safeguarding officer introduces themselves and describes their role and responsibilities within the club. It is important to pass along that the club safeguarding officer is also always available when there are questions or concerns.
- If there is no club safeguarding officer in the club, discuss in consultation with the club administration whether another person (youth officer, ethics officer, federation safeguarding officer) can be invited.

6. In closing- (5 MIN)

Materials

- PowerPoint presentation

Ask the coaches what they will remember from the workshop and then supplement with the messages below. You can ask each coach to share one take-away with the other coaches.

Take home messages

1. Harassment and abuse comes in different forms and degrees.
2. As a bystander, your job is to do something. Often all it takes is a quick glance with a colleague or the club safeguarding officer.
3. Doing nothing always favors the one perpetrating the harassment and abuse.
4. Experiencing harassment and abuse is extremely personal, and thus difficult to assess completely objectively. Therefore, it is important to hear the sport participants' voices in this and let them determine for themselves what is harassment and abuse.
5. Talking to the sport participants about setting and respecting boundaries is the very best way to prevent harassment and abuse. Having clear ground rules and creating an atmosphere where sport participants feel supported and free to speak up is an important task for every coach.
6. Sometimes situations of harassment and abuse are very complicated. In these cases, seek timely assistance from the club safeguarding officer or a responsible person on the board. The club safeguarding officer is well positioned and trained to take the appropriate steps.

Be sure to stay for a while after the workshop in case there are any questions or if coach wants to discuss something with you.

Appendix 1A: Situations ladder competition – Team sports

A member of the boys' team (16 years old) sometimes slaps or pinches the backside of a member of the girls' team (16 years old) during training.

The head coach continuously makes small comments about the weight of one of the sport participants (14 years old) in front of the entire team.

Bart (21 years old), a sport participant, often stares at a group of girls from the sports club (15 years old) while they are training on the field next to his team. This makes them feel uncomfortable.

Members of a team (16 years old) exclude one of their teammates from their WhatsApp group.

A group of players (14 years old) sitting on the bench during their game throw cans of soda in the direction of their opponent's during the break.

Frank (42 years old) shouts and offends the adult players of his team when the opposing team scores during the cup final.

Aster (15 years old) is asked by the coach to focus completely on their sports career and to waste as little time as possible on homework and school.

Appendix 1B: Situations ladder competition – Individual sports

A male sport participant (16 years old) sometimes slaps or pinches the backside of a female sport participant (16 years old) which whom he often trains with.

Sofie, the head coach, continuously makes small comments about the weight of one of the sport participants (14 years old) in front of other sport participants.

Bart (21 years old), a sport participant who often trains in the same gym, regularly stares at a girl from the club (15 years old). This makes her feel uncomfortable.

Members of a team (16 years old) exclude one of their teammates from their WhatsApp group. They do not train together but are from the same club.

After an event, a parent scolds their child and calls them a "loser" and "good-for-nothing" in front of other parents and sport participants because, according to them, the child did not do their best.

Frank (42 years old), a coach, asks Lisa (16 years old) to compete during the game. The physiotherapist strongly advises against this because it may worsen the injury.

Ismail (15 years old) is asked by their coach to focus completely on their sports career and to waste as little time as possible on homework and school.

**And so we come to the end of the workshop!
Thank you for your time and dedication to this
important topic.**

**We hope that it was a fun and educational
experience for everyone!**

