FAIR PLAY
A COACHING MANUAL
CHILD PROTECTION IN YOUTH SPORTS PROGRAMMES
FAIR PLAY - A COACHING MANUAL
Child Protection in Youth Sports Programmes

REVISION TEAM:
Mr. K. J. Singh - WICB
Mr. Lynford Inverary - WICB
UNICEF Representative
UNICEF Representative
UNICEF Representative
Editing and Re-branding: Visual Echo Ltd. Antigua

PRODUCTION TEAM
Writer/Editor: Mr. Robert E. Dabney, Jr.
Working Group: Dr. Lisa McClean-Trotman – UNICEF
Ms. Elaine King – UNICEF
Ms. Heather Stewart – UNICEF
Mr. Lynford Inverary – WICB
Mr. K. J. Singh – WICB
Mr. Robin Parris - WICB
Graphic Design: Visual Echo Ltd. – Antigua
Research Consultant: Ms. Jan Blenman
Editing: Ms. Jennifer Blackman

ACKNOWLEDGEMENTS
• UNICEF, Office of the Eastern Caribbean for funding content development and production of Fair Play - Child Protection in Youth Cricket Programmes manual and related resource material
• UNICEF Jamaica, for funding the conversion of West Indies Cricket Board Fair Play - A Coaching Manual (Child Protection in Youth Cricket Programmes) to Fair Play - A Coaching Manual (Child Protection in Youth Sports Programmes)

SOURCES
Photographs/Images: www.flickr.com/photos/windiescricket
www.shutterstock.com
West Indies Cricket Board Inc.
P.O. Box 616 W,
St. John’s, Antigua
UNICEF Jamaica
8th Floor, Sagicor Building 60
Krustford Blvd, Kingston 5.

Cover and book design by Visual Echo Ltd. – Antigua
Printed in Trinidad & Tobago (ScripJ)
Copyright © 2014 by the West Indies Cricket Board Inc. All rights reserved.
No part of this manual may be reproduced in any form or by any electronic or mechanical means including information storage and retrieval systems, without permission in writing from the publisher.

First Printing: March 2014, © West Indies Board Inc.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Editorial Notes</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>What is Child Protection?</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Section 1: Defining Childhood – What is a Child?</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Section 2: What is Child Abuse?</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>Section 3: Your Responsibility as a Coach</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Section 4: Recognising Child Abuse</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Section 5: Myths Around Child Abuse</td>
<td>24</td>
</tr>
<tr>
<td>9</td>
<td>Section 6: Spotting Child Abuse</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>Section 7: The DOs of Coaching Children</td>
<td>32</td>
</tr>
<tr>
<td>11</td>
<td>Section 8: The DON’Ts of Coaching Children</td>
<td>38</td>
</tr>
<tr>
<td>12</td>
<td>Section 9: Listening to Children</td>
<td>42</td>
</tr>
<tr>
<td>13</td>
<td>Section 10: Helping A Child To Disclose Abuse</td>
<td>46</td>
</tr>
<tr>
<td>14</td>
<td>Section 11: Developing A Child Protection Policy</td>
<td>48</td>
</tr>
<tr>
<td>15</td>
<td>Section 12: Understanding Bullying</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>Section 13: Technical &amp; Personal Skill</td>
<td>54</td>
</tr>
</tbody>
</table>

**ANNEX**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Child Protection Templates for Youth Sports Programmes</td>
<td>60</td>
</tr>
<tr>
<td>2a</td>
<td>Child Protection Exercises (Up to 11 Years)</td>
<td>78</td>
</tr>
<tr>
<td>2b</td>
<td>Child Protection Exercises (12 to 17 Years)</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>Regional Child Protection Agencies: Contact Information</td>
<td>98</td>
</tr>
</tbody>
</table>
WHAT IS CHILD PROTECTION

Child protection is the protection of children from abuse, harm or neglect.

It is the responsibility of coaches to care for children in such a way that neither they nor others cause harm to children, and to report and record all concerns related to a child being harmed.

HOW TO USE THIS MANUAL

*Fair Play – Child Protection in Youth Sports Programmes (A Coaching Manual)* is designed for use by coaches in the Caribbean involved in sports Programmes.

The manual is divided into two areas. The first area is divided into 14 sections that provide an overview and understanding of the basic issues of child protection, and your responsibilities as a coach to ensure the safety of children in your care.

The Annex of this manual is divided into four sections. The first contains several templates of policies and statements that you may wish to incorporate into your programming. The second section is a series of exercises for use by coaches working with children between 6 and 11 years of age and the third has exercises for coaches of older children (12–17 years old). In the final section of the Annex is a listing of contact information for agencies with responsibility for Child Protection in territories across the Caribbean.

Make generous use of the spaces provided throughout this manual to make notes about your own child protection concerns, experiences and strategies.
INTRODUCTION

You remember what it was like, don’t you? That first moment when you achieved in sport.

Maybe your achievement was scoring your first century. Children and young people must be able to enjoy many of these same good moments – both in sports and in life. We know that sports allows children the opportunity to have fun and to develop self-esteem, confidence, leadership and teamwork skills. This can only happen when we all put children’s welfare first, and create and develop a culture where individuals are respected and listened to.

Even though sports programmes play a valuable role in the well-being of children, they can also be excluded or taken advantage of if the proper policies and procedures are not in place or practiced. Coaches are in a unique position to be role models and mentors for young participants, but there are also countless stories of coaches misusing their influence and power to take advantage of youth – harassing, manipulating, neglecting and abusing them.

We at the WICB are committed to ensuring that any child that takes part in our sports programmes must be able to do so free from injury or abuse.

Coaches have a vital role to play in safeguarding children in sports, and will often become the focus for children and their activities. Good coaching is about providing a fun and safe environment in which children can enjoy what, may be their first sports experience, gain some success and be motivated to want to go on playing.

As a coach, you are in a position to be able to detect signs of abuse that occur among children in your care. You must also be able to recognise signs of abuse and know what to do when you feel that abuse has taken place.

Working with children on a regular basis, you may be the person a child chooses to talk to about something happening in their life. It is important that you know how to respond to a child in danger, and how to share information appropriately with those who can help.

During the time that children are under your supervision as a coach, it is ultimately your responsibility to ensure that they are protected and not abused by you or others. Sports has a remarkably strong and largely positive impact on children and young persons. There is a valid assumption that children will be protected from abuse and injury in the environments we create. This is underpinned by the existence of a moral responsibility to protect young people in sport.

This manual has been developed for coaches participating in all Youth Coaching Programme working with children between the ages of six and 18 years.

WHY IS CHILD PROTECTION IMPORTANT TO YOU?

When a child’s parent or guardian leaves their charge in your care for a morning or afternoon sports session, that parent expects that his or her son or daughter will be safe and protected during the time that they are under your supervision. A lack of commitment by you to ensure that the parent’s expectations are met may result in serious consequences.

To find an example of how serious the issue of child protection in sports is, we only need look as far as the case of United States college football coach Jerry Sandusky of Penn State University in 2012.
After many years of working with young people in the university system, Sandusky, an assistant coach at the Pennsylvania school was convicted of 45 charges related to sexual assault — including abusing 10 boys over a 15-year period. This abuse took place in locker room showers, the basement of his house and hotel rooms on the road.

The first person to come forward with allegations of abuse in the Sandusky case explained how Sandusky, a respected coach, went from being an “all-natural father figure” to becoming a predator stalking his prey, pulling him out of class at his secondary school, and once even chasing him home from school in his car as the teen desperately tried to outrun him.

As a coach working with the youngest of children in sports programmes, it is necessary for you to recognise that abuse can occur when children are at any age. The first Sandusky victim said that he first met Sandusky when he was 11 years old. The young man claimed in court that he had been invited to attend a summer camp run by Sandusky and Second Mile, a highly respected charity that the coach ran, on the campus of Penn State University.

He said Sandusky singled him out, telling the boy — who came from a struggling family and had no father at home — that he had athletic potential and taking him to sporting events. Soon, Sandusky began inviting him to spend weekends at his home. That was where, the young man stated, Sandusky took him to the basement and the “fun and games” turned to horror.

While the Sandusky case is an extreme one, and highly unlikely to occur in the regional context of the Caribbean, it should serve as a wake-up call to every coach and person working with children in sport.

As a best practice in youth sports programmes, it is strongly recommended that a child protection officer is appointed in every youth club or sports organization, who deals with all cases and matter related to child protection.

While everyone connected with the Youth programmes has a responsibility to the safety of children, a Child protection officer will be the main point of contact to make it easy for everyone to know who to go to if they need support, advice or training or if they need to report a concern. They will ‘champion’ good practice, and ensure consistency in safeguarding children. There is a sample job description for this volunteer position in the Annex of this document.
Even if a child is living independently, has reached the age of 16, is in hospital, or prison, that young man or woman is still a child. While this may seem obvious to you, the perception of the age of what constitutes childhood varies widely in the Caribbean.

A study across six countries in the region in 2008 and 2009 reported that there is a significant number of people who believe that childhood ends at age 13. Going even further, there are some in the study who believe that once a girl child becomes pregnant she is no longer a child, no matter how old she is.

As the coach of a Youth Sports Programme, you are responsible for the well-being of children between the ages of 6 and 18.

Anyone, up until their 18th birthday, is a child.
Abuse may take several forms:

PHYSICAL HARM
EMOTIONAL OR PSYCHOLOGICAL HARM
SEXUAL MOLESTATION OR EXPLOITATION

Each community has different customs and ways of raising children, so what is considered to be abuse in one country might not be considered to be so in another.

In many countries, any physical punishment of children at any age is abusive and against the law. On the other hand, in some cultures in the Caribbean, if parents or adults do not beat a child, it is regarded as neglect! We must begin to realise that even though some practices are culturally acceptable, they may still be harmful to children.
SEC. 3  YOUR RESPONSIBILITY AS A COACH
Your first job as a coach is to ensure the safety of those children in your care. As a coach, the welfare of the child is paramount.

It is your responsibility, and the role of the sports club or organisation, to create an environment where children will be safe, protected from harm, discrimination and any treatment that is degrading. The rights and wishes of children must be respected while under your care.

For you to meet these responsibilities, there are some things that you need to know.

- **You must be able to recognise child abuse when it occurs or is reported to you**
- **You must be able to recognise the signs of child abuse and to respond with appropriate procedures and actions**
- **You must observe and promote sound practices when working with children.**

There are a few fundamentals that are useful in guiding you in the correct handling of safety when coaching young children. They are summed up in the acronym:

- **C** - Conditioning
- **O** - Overuse
- **A** - Injury Protection
- **C** - Advanced Planning
- **H** - Check children often
- **E** - Hydration is critical
- **S** - Equipment
- **E** - Safety Training

Ensure that they are properly prepared for coaching sessions. Start with about 10 minutes of jogging, jumping jacks or anything that brings the heart rate up gradually. Then stretch all major muscle groups, holding each stretch for 20 to 30 seconds.

Ensure that the children get enough rest breaks during practices and matches. Permit them to take frequent breaks in the shade. Remove any debris in the environment that may cause a tripping injury during practice sessions, and never attempt a practice session during bad weather.

Ensure that you are prepared for emergencies during your coaching sessions. Save all parents and guardians’ contact information in your cell phone. Also, keep a first aid kit handy, and you should have a plan in place for any medical emergencies.

Observing the physical condition of children while they are playing is an essential step in guaranteeing their safety. In their youthful exuberance, children may not understand the danger of not resting or overworking themselves while they are playing.

On hot Caribbean days ensure that children, especially the youngest, drink enough water, whether they are thirsty or not. Rather, have them drink water at least 30 minutes before training begins, and then every 15 or 20 minutes thereafter.

Make sure that children have the proper equipment for playing and that it is in good working order.

*Ill-fitting or ill-suited equipment can be dangerous!*

Get trained! Safety training is widely available, both through coursework and the internet. One resource available online is the organisation Safe Kids Worldwide- wide. Their website is safekids.org*.

*Safe Kids Worldwide - www.safekids.org
There are four major categories of child abuse.

**NEGLECT**

Neglect in sports includes such acts as the failure to provide a child or children with their basic physical and emotional necessities, harming them or putting them at risk of harm.

One example of neglect in children’s sports would occur if a team’s best young player has an injury. Keeping that child in play to win the game despite the injury is an example of the neglect that may occur. Other examples of neglect include not ensuring that children have the proper gear and kits necessary for play, not checking the environment for the safety of children before play begins, or making sure that weather conditions are adequate for playing.

**EMOTIONAL ABUSE**

Emotional abuse includes any behaviour that has the effect of psychologically harming children or young persons. Some of the more common examples that we find in sports include:

- Forcing a child to participate in sports
- Not speaking to a child after he/she plays poorly in a game or practice session
- Asking a child why he/she played poorly when it meant so much to you
- Hitting a child when his/her play disappoints
- Yelling at a child for not playing well or for losing
- Giving a child a negative nick name based on their play
Punishing a child for not playing well or for losing
Criticising and/or ridiculing a child for his/her performance or for his or her physique (“that boy too fat to play”).

VERBAL ABUSE
A form of emotional abuse that involves name – calling, threats, intimidation, teasing, sarcasm and yelling.

PHYSICAL ABUSE
Physical abuse in the context of sports occurs when there is non-accidental injury and/or harm to a child or young person, caused by another person such as a parent, caregiver, coach or even an older child.
For example, physically punishing a young person for losing a game by hitting, throwing equipment, pushing or shoving are all examples of physical abuse.

SEXUAL ABUSE
Sexual abuse of children includes any sexual act or sexual threat, intimidation or coercion imposed on a child or young person.
Sexual intimidation may include instilling fear in a child by using looks, actions or gestures, destroying property in the presence of a child, or even displaying weapons in a threatening manner around a child.

Threats of a sexual nature toward children may include hinting that the victim may be physically harmed or threatening to abandon a child. Some predators may even threaten to harm themselves unless a child submits to their desires.
Acts of sexual coercion may include manipulating children or making threats to get sex, threatening to abduct children or getting children drunk or giving them drugs to obtain sex.
SEC. 5
MYTHS ABOUT
CHILD ABUSE
MYTH 1: IT’S ONLY ABUSE IF THERE IS PHYSICAL VIOLENCE.

FACT: Physical abuse is just one form of abuse. Children can also be harmed by emotional abuse, sexual abuse and neglect. These types of abuse are usually hidden from sight and, as a result, people are less likely to take action and help the children.

MYTH 2: ONLY BAD PEOPLE ABUSE. GOOD PEOPLE DON’T.

FACT: Not all abusers are bad and want to harm their children intentionally. Some abusers may have been victims of abuse themselves, and grew up not knowing any other way of parenting or treating children. Others may be struggling with mental health problems, alcohol and drug addiction and other personal problems.

MYTH 3: MANY CHILDREN DO NOT KNOW THEIR ABUSERS.

FACT: Although some children are abused by complete strangers, many actually know their abusers and trust them. Abusers are most commonly family members, or someone who is close to the family and the child.

MYTH 4: CHILD ABUSE DOESN’T HAPPEN IN “GOOD” FAMILIES AND WEALTHY HOUSEHOLDS.

FACT: Child abuse can happen in any household, regardless of ethnic background, culture, religion or economic status. Sometimes, a family that seems to have it all can hide a different story behind closed doors.

MYTH 5: MANY ADULTS WHO SUFFERED ABUSE IN CHILDHOOD ARE NOT AFFECTED BY THIS ABUSE IN ADULT LIFE.

FACT: Although some adults manage to cope with abuse they suffered as children, many remain deeply affected in adult life. It is not easy to just get over child abuse. Survivors of child abuse need care and support to overcome the trauma of abuse and live full healthy lives.

MYTH 6: ABUSED CHILDREN WILL DEFINITELY GROW UP TO BE ABUSERS.

FACT: Some survivors of child abuse may unconsciously repeat the violent or abusive treatment that they experienced as a child. However, many have a strong motivation to protect their own children from experiencing what they had suffered and, instead, become wonderful parents.

MYTH 7: A CHILD IS RESPONSIBLE FOR THE ABUSE THAT HE/SHE SUFFERS.

FACT: A child is never responsible for the abuse he/she suffers. The responsibility for abuse lies solely with the offender. In the case of sexual abuse, offenders often try to shift the blame for their actions by accusing the child of being promiscuous or seductive, especially if it involves a teenager.

MYTH 8: CHILDREN LIE ABOUT BEING SEXUALLY ABUSED.

FACT: It is extremely rare for children to lie about being sexually abused. In reality, children may not want to disclose sexual abuse because they are embarrassed, afraid or uncomfortable.
It is important to remember that even though a child could be displaying some or all of these signs, this doesn’t necessarily mean the child is being abused. As a coach, if you see signs in a child that are worrying, it is not your responsibility to decide if it is abuse, but it is your responsibility to act on your concerns and do something about it.

There are several signs that may arise if a child is the victim of child abuse.

It is important to remember that even though a child could be displaying some or all of these signs, this doesn’t necessarily mean the child is being abused. As a coach, if you see signs in a child that are worrying, it is not your responsibility to decide if it is abuse, but it is your responsibility to act on your concerns and do something about it.

**Some signs of abuse are:**

- UNEXPLAINED BRUIISING OR INJURY
- SUDDEN CHANGES IN BEHAVIOUR
- SOMETHING A CHILD SAYS
- A CHANGE IN A CHILD OBSERVED OVER A PERIOD OF TIME
  
  *(E.g. losing weight or becoming increasingly dirty.)*
There are a series of good practices that, as a coach, you should use to ensure that children have a safe environment. As a coach, you are responsible for making sure that sports is fun and enjoyable and you must, at all times, promote fair play!

EQUALITY IS IMPORTANT

Your responsibility includes treating all children equally, with respect, dignity, and fairness. You must build healthy relationships based on mutual trust. That means including children in the decision-making process of competition wherever possible. It is essential that you put the welfare of each child ahead of “winning”. That may seem like an anomaly in a culture where “winning isn’t everything, it is the only thing”, as American National Football League coach Vince Lombardi once said, but when it comes to protecting children at play, we must evolve beyond that thinking as a society.

CONSTRUCTIVE CRITICISM

You must also begin to give enthusiastic and constructive feedback rather than negative criticism. Some coaches operate under the theory that they aren’t impressing the importance of correct technique or good play on children unless they are yelling and screaming – harshly criticising mistakes. That’s wrong!
LET KIDS BE KIDS

Avoid excessive training and competition - pushing children against their will and putting undue pressure on them. This involves recognising the unique needs and abilities of children, avoiding too much training or competition, and not pushing them against their will.

SAFETY FIRST

As a coach, you must also take into account the environmental condition under which sports is being played among children. Your responsibilities include encouraging the children to wear appropriate fitting, lightweight, light-coloured clothing made from a natural fibre (for example, cotton). Also be sure to avoid intense activity in hot or humid conditions, and monitor participants carefully for signs of heat illness. Help the children avoid sunburn by encouraging them to apply sunscreen (even to darker-skinned children!), wear a hat, and encourage participants to drink plenty of fluid before the activity begins and schedule regular drink breaks during the activity (at least once every 30 minutes).

Find out if any children you are coaching have medical conditions that could be aggravated during playing or training, and keep a written record any time a child is injured in your care, along with details of any treatment provided.

DO AS YOU SAY

One of the most important things that you can do as a coach is to ensure that you are protected from the suspicion or allegations of child abuse is to always work in an open environment, wherever possible. Avoid being with a child (male or female) in an isolated or unobserved situation. Your diligence protecting children and yourself goes beyond what happens during practice sessions. Boundaries must be set between coaches and children that may not be crossed. An example of this is communication away from the cricket grounds.

Very often, children will mimic the behaviours of their elders, especially those they look up to. Therefore, you must become an excellent role model for them. Of course, it goes without saying that includes not smoking or drinking alcohol in the company of children.

You must begin to recognise the developmental needs and the capacity of children in sports. Not all children have the same ability, nor do they learn at the same pace. Your responsibility is to understand and respect those differences, not criticise. If you are involved in travel with a youth sports team, ensure that if mixed sex teams are taken away, they are always accompanied by a male and female chaperone. Also, while on tour, you should never enter a child’s room or invite them into your room – except in an emergency, for example if they are seriously ill or in danger of injury.
**DO** put the welfare of each child ahead of “winning”.

**DO** give enthusiastic and constructive feedback rather than negative criticism.

**DO** avoid pushing children against their will and putting undue pressure on them.

**DO** take into account the environmental condition for in and outdoor sports.

**DO** avoid being with a child (male or female) in an isolated or unobserved situation.

**DO** set boundaries between coaches and children that may not be crossed.

**DO** recognise the different developmental needs and the capacity of children.

**DO** make sure that if mixed sex teams travel, they are always accompanied by a male and female chaperone.

**DO** make sure you never enter a child’s room or invite them into your room when travelling.

**DO** ascertain whether children you are coaching have any medical conditions that might impact on their play.
Coaches, as a rule, should never contact a child without the knowledge or presence of the child’s parent(s) or guardian(s).

This includes inappropriate telephone calls, text messages, internet communication (Facebook, Twitter, etc.) or meetings with children away from the grounds. Whenever possible, you must involve parents or caregivers in the design and execution of your sports programmes. As a coach, it is your responsibility to not tolerate any acts of aggression. You should also practice giving positive and constructive feedback rather than negative criticism.

Other practices to avoid when coaching children include spending an excessive amount of time with children away from other children or adults; putting yourself in situations where you are vulnerable to accusations of abuse such as taking a lone child to an event or home after an event by yourself; becoming involved in physically or sexually provocative games with a child; sharing a room on the road with a child; take part in any inappropriate touching of a child; embarrassing or frightening a child; allowing children to curse or use abusive language or making sexually suggestive comments to a child, even if it is done as ‘a joke’ or ‘in fun’.

Be sure that you don’t try to make any child cry as a way to exercise control over them. When a child asks you to do something, make sure it is something that they aren’t able to do for themselves. Older children, especially, may use this as an attempt to endear themselves in inappropriate ways to coaches. Travelling with children’s teams also create opportunities for abuse to occur that coaches must avoid. Do we need to mention that while on the road you should never shower with a child?

If a child comes to you with allegations of abuse, don’t ignore them! We will discuss how to listen to children’s protection issues in the following section.
COACHING DON'T'S

DON'T spend excessive amounts of time alone with children away from others
DON'T take or drop off a child at an event
DON'T take children to your home or transport them by car, where they will be alone with you
DON'T engage in rough, physical or sexually provocative games
DON'T share a room with a child
DON'T allow or engage in any form of inappropriate touching or physical abuse
DON'T take part in or tolerate behaviour that frightens, embarrasses or demoralises a sportsperson or affects their self esteem.
DON'T allow children to use inappropriate language
DON'T make sexually suggestive comments to a child, even in fun
DON'T make a child cry as a form of control
DON'T allow allegations made by a child to go unchallenged, unrecorded or ignored
DON'T do things of a personal nature for children that they can do for themselves.
DON'T share bathrooms or changing facilities with a child.
As their coach, children will look up to you. If a child decides to talk to you about abuse, you need to listen, and you need to know what to do. You also need to understand your duty of care towards young athletes in your sessions. This will protect the children you coach and reduce the potential for misunderstandings and inappropriate allegations being made.

One of your most important roles as a coach is listening to the children with whom you work. This is never truer than when a child claims that they have been abused either physically, emotionally, sexually or that they have been neglected.

Children should be seen and not heard.” How often have you heard that said? As a coach working with children, forget you ever heard it!

As their coach, children will look up to you. If a child decides to talk to you about abuse, you need to listen, and you need to know what to do. You also need to understand your duty of care towards young athletes in your sessions. This will protect the children you coach and reduce the potential for misunderstandings and inappropriate allegations being made.

One of your most important roles as a coach is listening to the children with whom you work. This is never truer than when a child claims that they have been abused either physically, emotionally, sexually or that they have been neglected.

Children should be seen and not heard.” How often have you heard that said? As a coach working with children, forget you ever heard it!
### LISTENING

#### DO'S

- **DO** be accessible and receptive
- **DO** listen carefully, uncritically and at the child's pace.
- **DO** take what is said seriously
- **DO** reassure children that they are right to tell
- **DO** tell the child that you must pass this information on
- **DO** make sure that the child is ok
- **DO** make a careful record of what was said.

#### DON'TS

- **DON'T** investigate or seek to prove or disprove possible abuse
- **DON'T** make promises about confidentiality or keeping 'secrets' with children
- **DON'T** assume that someone else will take the necessary action
- **DON'T** jump to conclusions, be dismissive or react with shock, anger, horror, etc.
- **DON'T** speculate or accuse anybody
- **DON'T** investigate, suggest or probe for information
- **DON'T** confront another person (adult or child) allegedly involved
- **DON'T** offer opinions about what is being said or the persons allegedly involved
- **DON'T** forget to record what you have been told.
- **DON'T** fail to pass this information on to the correct person (the Child Protection Officer or other designated person).
You can help a child making a disclosure by listening; saying that you believe what the child has said; emphasising that, no matter what happened, it was not the child’s fault; doing everything you can to provide help and comfort.

You will not be helping the student if you question the student to get more information than they are willing to reveal when you have reasonable grounds to believe abuse is occurring. Don’t try to obtain more details beyond those the child freely wants to tell you. Do not make promises you cannot keep, such as promising that you won’t tell anyone or promising the child that because they have confided in you, the abuse will stop.

REPORTING ABUSE

You can help a child making a disclosure by listening; saying that you believe what the child has said; emphasising that, no matter what happened, it was not the child’s fault; doing everything you can to provide help and comfort.

You will not be helping the child if you question him or her to get more information than they are willing to reveal when you have reasonable grounds to believe abuse is occurring. Don’t try to obtain more details beyond those the child freely wants to tell you. Do not make promises you cannot keep, such as promising that you won’t tell anyone or promising the child that because they have confided in you, the abuse will stop.
The purpose of this policy is to lay down a set of principles, standards and guidelines that relate to the following individual and group practices:

- creating an environment within the programme that is both ‘childsafe’ and ‘child-friendly’ when it comes to protection against all types of abuse and the safety of the environment
- the prevention of abuse
- the issues of the recruitment and training of personnel who work in Youth Sports Programmes
- guidelines for appropriate and inappropriate behaviour or attitude
- guidelines for communications regarding children
- recognising, reporting and reacting to allegations of abuse
- the ramifications of misconduct for those who disregard or fail to follow the policy.

The Child Protection Policy must encompass all aspects of child protection including health and safety measures to be put in place; disciplinary measures to be imposed; physical harm; working with information about children, proper recruitment and managerial procedures, and the extent of measures put in place in the event of misconduct.

Every Youth Sport Club and Sports organisation should develop a child protection policy.

The Annex at the end of this manual provides a template for the development of your own Child Protection Policy.
Bullying is one of the most common problems facing both older and younger children today.

Bullying is the use of aggressive behaviour with the intention of hurting another person either physically or emotionally. Bullying always results in pain and distress to the victim and involves an imbalance of power in which the powerful attack the powerless, and occurs over time rather than being a single act.

Examples of bullying behaviour include being called names, insulted or verbally abused; being deliberately embarrassed and humiliated by other children; being made to feel different or like an outsider; being lied about; being physically assaulted or threatened with violence, or being ignored.

Studies have shown that children who are bullied during their early years are up to three times more likely to harm themselves than their peers when they reach adolescence. Half of 12-year-olds who harm themselves were frequently bullied.

**WHAT IS BULLYING?**

**YOUTH SPORTS PROGRAMMES & BULLYING**

Your Youth Sports Programme must take bullying seriously. Children and parents should be assured they will be supported when bullying is reported, and bullying will not be tolerated.
Bullying hurts. No one should be a victim of bullying. Every child (and adult for that matter!) has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Youth Cricket Programmes have a responsibility to respond promptly, and effectively, to issues of bullying.

RECOGNISING THE SIGNS OF BULLYING

A child may express the fact that they are being bullied through their behaviour.

Coaches and other adults working in a sports programme should be aware of signs and investigate if a child:

- Says they are being bullied
- Changes their usual routine
- Is unwilling to go to the practice sessions
- Becomes withdrawn, anxious or lacking in confidence
- Comes to practice or matches with clothes torn or belongings damaged
- Has possessions which are damaged or go missing
- Asks for money or starts stealing money (to pay the bully).

PROCEDURES TO FOLLOW WHEN BULLYING OCCURS

You should always report incidents of bullying to the Child protection officer. Parents should be informed and should be asked to come to a meeting to discuss the problem. This includes the parents of the child being bullied, as well as the bully, if applicable.

The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly, and attempts must be made to help the bully or bullies change their behaviour.

WHAT ARE THE SIGNS OF BULLYING?

VERBAL
Name-calling, sarcasm, spreading rumours and teasing.

EMOTIONAL
Unfriendliness, exclusion, tormenting (e.g. hiding kit or making threatening gestures).

PHYSICAL
Pushing, kicking, hitting, punching or any use of violence.

RACIAL
Racial taunts or gestures.

SEXUAL
Unwanted physical contact or sexually abusive comments.

HOMOPHOBIC
Bullying related to or focussed on the victim’s homosexuality.

CYBER-BULLYING
Communicated via the internet, e.g. email, online chatrooms, social media posts, or mobile texting, messaging and photo and video forwards that are lewd, unflattering, or invade the victim’s privacy.
It is important to remember that a good coach combines his or her technical & personal skills

**ROLES AND QUALITIES OF A GOOD COACH**

A GOOD COMMUNICATOR

provide clear instructions and feedback to your athletes and teams, as well as actively listening to the athlete’s needs on an ongoing basis.

A MOTIVATOR

motivate athletes by encouraging them to improve their game and help them to appreciate the advantages of being involved.

AN ORGANIZER

plan and organize a structured session, where the content easily flows from one task to the next.

A MANAGER

manage your resources & personnel. Give directions to athletes and support coaches while managing and coordinating equipment and resources to maximize efficiency and effectiveness of practice sessions, games and matches.

**SEC. 13 TECHNICAL & PERSONAL SKILLS**
A LEADER
create a set of laws and policies which athletes, parents and support staff buy into and uphold, in a non-biased, non-discriminatory and non-favoured way.

A COUNSELLOR
deal with the needs of athletes, by understanding any non-sport related issues that may be affecting them and make recommendations that influence the situation most positively and responsibly.

A STUDENT
seek to improve your knowledge base of the sport or game and strive to always work on self and professional development.

A ROLE MODEL
set an example for your athletes that can be emulated. Coaches should always exemplify qualities of kindness, respect, honesty, patience, open mindedness, responsibility, reliability, commitment, fairness, approachability and positivity.
A Code of Conduct has a number of essential functions.

It:

- sets out what behaviour is acceptable and what is unacceptable
- defines standards of practice expected from those to whom it applies
- forms the basis for challenging and improving practice
- helps to protect staff or volunteers by encouraging them to adhere to agreed standards of practice
- sets out for children and parents or care-givers the standards of practice which they and the organisation should expect from those who work or volunteer with children.

Here’s a sample text for a Code of Conduct contract that may be used by your organisation.
CODE OF CONDUCT

[Organisation name] supports and requires all members to observe the following standards of practice, including verbal and non-verbal actions when involved in activities with children.

All concerns about violation of this Code of Conduct will be taken seriously and will receive a response.

GOOD PRACTICES

- Make sports fun, enjoyable and promote fair play.
- Treat all children equally, with respect, dignity and fairness.
- Involve parents/care-givers wherever possible.
- Build healthy relationships based on mutual trust. Include children in the decision-making process wherever possible.
- Always work in an open environment, wherever possible. Avoid isolated or unobserved situations.
- Put the welfare of each child first before winning or achieving performance goals.
- Be an excellent role model including not smoking or drinking alcohol in the company of children.
- Give enthusiastic and constructive feedback rather than negative criticism.
- Recognise the developmental needs and capacity of children.
- Avoid excessive training and competition - pushing children against their will and putting undue pressure on them.

PRACTICE TO BE AVOIDED

In the context of your role within [Organisation name], the following should be avoided:

- Having ‘favourites’ – this could lead to resentment and jealousy by other children and could be misinterpreted by others.
- Spending inordinate amounts of time alone with children away from others.

Entering children’s bedrooms on trips away from home, unless in an emergency situation or in the interest of health and safety. If it is necessary to enter rooms, knock and say that you are entering. The door should remain open, if appropriate.

Where possible, doing things of a personal nature for children that they can do for themselves.

UNACCEPTABLE PRACTICES

In the context of your role within [Organisation name], the following practices are unacceptable:

- Engaging in sexually provocative games, including horseplay.
- Engaging in rough or physical contact unless it is permitted within the rules of the game or competition.
- Forming intimate emotional, physical or sexual relationships with children.
- Allowing or engaging in touching a child in a sexually suggestive manner.
- Allowing children to swear or use sexualised language unchallenged.
- Making sexually suggestive comments to a child, even in fun.
- Reducing a child to tears as a form of control.
- Allowing allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Inviting or allowing children to stay with you at your home.
- A Coach and/or other leader sharing a room alone with a child.

I have read and agree to abide by this Code of Conduct. I have also read and agree to abide by the [Organisation Name]’s Child Protection Policy, Procedures and Guidelines.
Name of staff member/volunteer:

Date signed:

Witnessed by: (Child Protection Officer, whenever possible)

Date signed:
## SPORTS SAFETY CHECKLIST

### Template

<table>
<thead>
<tr>
<th>FIRST AID</th>
<th>SAFETY TO-DO’S</th>
<th>YES/NO</th>
<th>DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a first aid kit available to everyone in the facility?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does everyone in the facility know where the first aid kit is located?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the kit stocked? Who has the responsibility for stocking the kit?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>TEL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are emergency contact phone numbers written?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EQUIPMENT

| | SAFETY TO-DO’S | YES/NO | DONE |
| | | | |
| Is damaged equipment reported to the appropriate Management/Committee person? | | | |
| Do participants have the knowledge and rules for use of the equipment? | | | |
| Is the equipment stored in a suitable & safe location when not in use? | | | |
| Do the children have the knowledge and rules for use of the equipment? | | | |
| Is there a person in authority who supervises access to the equipment? | | | |

### FACILITY

| | SAFETY TO-DO’S | YES/NO | DONE |
| | | | |
| Who is responsible to ensure the equipment is well maintained? | | | |
| (Name) | | | |
| Is there a responsible person who regularly checks the venue/grounds/environment? | | | |
| (Name) | | | |
| Are dangerous areas identified & advised to participants? | | | |
| Do participants/members know to inform management if there are issues or concerns about venue/facility? | | | |
| Do you have a responsible person who observes that people in proximity to young participants are “known”? | | | |

## SPORTS PROGRAMME PROTECTION POLICY

### Template 1

The Programme is committed to ensuring that all children participating in sports have a safe and positive experience. We will do this by:

- Recognising all children participating in sports (regardless of age, gender, race, religion, sexual orientation, ability or disability) have a right to have fun and be protected from harm in a safe environment.

- Ensuring individuals working within the sport at or for our programmes provide a safe, positive and fun experience for children.

- Appointing a Child Protection Officer and ensuring they attend all training modules required by the local sports organization to ensure that they have the necessary skills to undertake their role effectively.

- Ensuring the name and contact details of the Child Protection Officer is available:
  - As the first point of contact for parents, children and volunteers/staff within the club.
  - As the main point of contact within the programme for relevant external agencies in connection with child protection issues.
Ensuring that proper and comprehensive reporting procedures exist for raising and managing child protection concerns

Providing everyone connected with the programme (including parents, children and volunteers) with the opportunity to express any concerns they have about possible suspected child abuse to the designated child protection officer within the sport club or sports organization

Ensuring that all suspicious concerns and allegations of child abuse are taken seriously and dealt with swiftly and appropriately.
FAIR PLAY
Child Protection in Youth Sports Programmes:
A Coaching Manual

[Name of Organisation] is committed to creating and maintaining the safest possible environment for children and young people to practice sport. We do this by:

- Recognising that all children have the right to freedom from abuse.
- Ensuring that all our staff and volunteers are carefully selected and accept responsibility for helping to prevent the abuse of children in their care.
- Responding swiftly and appropriately to all suspicions or allegations of abuse, and providing parents and children with the opportunity to voice any concerns they may have.
- Appointing a Child Protection Officer who will take specific responsibility for child safety and act as the main point of contact for parents, children and outside agencies.
- Ensuring access to confidential information is restricted to the Child Protection Officer or the appropriate external authorities.
- Reviewing the effectiveness of our Child Protection Policy on an annual basis.

Our Child Protection Officer is:
(Insert name and contact details here)

Date:

SPORTS PROGRAMME PROTECTION POLICY

Template 2

The Youth Sport Programme will:

- Recognise its duty of care and responsibility to safeguard all children and young people from harm
- Promote and implement this anti-bullying policy in addition to our safeguarding policy and procedures
- Seek to ensure that bullying behaviour is not accepted or condoned
- Require all members of the club/organisation to be given information about, and sign up to, this policy
- Take action to investigate and respond to any alleged incidents of bullying
- Encourage and facilitate children and young people to play an active part in developing and adopting a code of conduct to address bullying
- Ensure that coaches are given access to information, guidance and/ or training on bullying.

ANTI-BULLYING POLICY

Template
Each participant, coach, volunteer or official will:

- Respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available.
- Respect the feelings and views of others.
- Recognise that everyone is important and that our differences make each of us special and should be valued.
- Show appreciation of others by acknowledging individual qualities, contributions and progress.
- Be committed to the early identification of bullying, and prompt and collective action to deal with it.
- Ensure safety by having rules and practices carefully explained and displayed for all to see.
- Report incidents of bullying they see – by doing nothing you are condoning bullying.

**BULLYING**

All forms of bullying will be addressed.

- Everyone in the club / organisation has a responsibility to work together to stop bullying.

**Bullying may include online as well as offline behaviour.**

Bullying can include:

- Physical pushing, kicking, hitting, pinching etc, name calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation or the continual ignoring of individuals - posting of derogatory or abusive comments, videos or images on social network sites, racial taunts, graffiti, gestures, sexual comments, suggestions or behaviour , unwanted physical contact.
- Maltreatment of any child with a disability, from an ethnic minorities, who is gay or lesbian, who experiences learning difficulties, or are otherwise vulnerable to abuse, as possessing any or a combination these attributes makes them more likely to be targeted.

**SUPPORT TO THE CHILD**

- Children should know who will listen to and support them.
- Systems should be established to open the door to children wishing to talk about bullying or any other issue that affects them.
- Potential barriers to talking (including those associated with a child's disability or impairment) need to be identified and addressed at the outset to enable children to approach adults for help.
- Children should have access to Helpline numbers. Anyone who reports an incident of bullying will be listened to carefully and be supported.
Any reported incident of bullying will be investigated objectively and will involve listening carefully to all those involved.

Children being bullied will be supported and assistance given to uphold their right to play and live in a safe environment which allows their healthy development.

Those who bully will not be supported in their activity, and encouraged to stop bullying.

Individuals who engage in bullying (bullies) will not be subjected to sanctions that involve long periods of isolation, or which make individuals look or feel foolish in front of others.

SUPPORTS FOR PARENTS & GUARDIANS

Parent(s) / guardians should be advised on the programme’s bullying policy and practice.

Any incident of bullying will be discussed with the child’s parent(s) / guardians.

Parents will be consulted on action to be taken (for both victim and bully), and agreements made as to what action should be taken.

Information and advice on coping with bullying will be made available.

Support should be offered to the parent(s) including information on other agencies or support lines.
VOLUNTEER PROTECTION OFFICER

JOB DESCRIPTION

Template

RESPONSIBILITIES

- Establish and maintain contact with local statutory agencies including the police and social services.
- Respond appropriately to disclosures or concerns which relate to the well-being of a child.
- Maintain confidential records of reported cases and action taken.

PERSONALITY TRAITS

- The ability to build relationships with club members, parent(s) / guardians and children.
- An interest in the well-being and safeguarding of children and child protection matters
- A willingness to challenge opinion, where necessary, and to drive the child protection agenda.
- Strong listening skills and the ability to deal with sensitive situations with integrity.
- The confidence and good judgment to manage situations relating to the poor conduct / behaviour of others towards a child.

SKILLS / EXPERIENCE

- Experience of working with children.
- Implement the sports club or organization’s child protection policy and procedures.
- Encourage good practice by promoting and championing the child protection policy and procedures.
- Monitor and review the child protection policy and procedures to ensure they remain current and fit for purpose.
- Raise awareness of the Child Protection Officer role to parent(s) / guardians, adults, and children involved.
- Raise awareness of the Code of Conduct for working with children to parent(s) / care-givers, adults and children involved.
- Challenge behaviour that breaches the Code of Conduct.
- Keep abreast of developments in the field of child protection.
- Organise appropriate training (where available) for all adults working / volunteering with children.
EXERCISE 1

CREATING CLUB RULES

PURPOSE

The purpose of this exercise is to establish a concrete set of guidelines or code of conduct for children participating in the Sport Programme. Once completed, it is important that programmes draw attention to their codes of conduct and place them on all relevant notice boards in the facility, or even on a nearby wall or fence.

TIME REQUIRED

30 Minutes

MATERIALS REQUIRED

- White board or Black board – For Coach to Take Notes and write code of conduct
- Chalk or Marker

This exercise should be conducted at the beginning of the Youth Sports Programme. It should be conducted by the coach. The children should be seated in a circle to encourage conversation among the participants. This exercise may be conducted either indoors or outdoors as facilities permit.

The coach should ask the children the following series of questions, from which guidelines for the time spent in the Youth Sports Programme are developed with the participation of the children.
1 Why do they come to the club and what do they want to get from attending – for example, to have fun, to learn how to play the sport, to take part in games and matches, to be with their friends, to keep fit.

2 How do they want to treat, and be treated, by adults – for example, officials, adults and spectators.

3 How do they want to treat, and be treated, by other children in the programme.

4 How do they want to be able to raise any concerns they have.

5 What rules, or limits, do they think there should be.

6 How do they think any breaches of the code of conduct should be dealt with.
### EXERCISE 2

### WHAT IF?

#### PURPOSE

This exercise helps children practice responses to potentially dangerous situations. You as a coach may help children protect themselves from abuse by reacting properly and quickly to potentially threatening situations. When conducted at the beginning of practice sessions, the “What If” game can make practicing easy and fun.

#### TIME REQUIRED

Varies by number of “What If” scenarios presented

#### MATERIALS REQUIRED

None

Every time you play, say the following (or use similar language) to the children in your own words:

“Your body belongs to you and you have a right to decide how and when anyone can touch you. If somebody tries to touch you in a way that doesn’t feel good, or doesn’t seem right, say ‘NO!’ It’s even OK to shout and yell ‘NO!’ Then run away and tell somebody. If the first person doesn’t believe you, keep telling people until someone does. Always remember, it’s not your fault!”

The key to this exercise is to only use one or two of the “What Ifs” per session and to do them prior to every session. Here are some “What Ifs” to start you off.

1. **What If... something was bothering you and you did not know what to do about it? Who might be able to help you?**
   
   **ANSWER:** People you trust, such as a parent, another relative, neighbour, teacher, school nurse, police officer, coach, or clergy.

2. **What If... someone touched you in a way you did not like and offered you a candy bar, a brand new doll or something else you really wanted to keep a secret?**
   
   **ANSWER:** Say "NO!" and tell someone.

3. **What If... a stranger offered you a ride in a shiny new car?**
   
   **ANSWER:** Never accept rides from a stranger.

4. **What If... you did not want to be hugged by a particular adult?**
   
   **ANSWER:** Say "NO!" to that adult. You may like the person, but you may not want to be hugged at that time.

5. **What If... you got a "bad feeling" or felt "yucky" when a grown-up gave you a hug or a big squeeze?**
   
   **ANSWER:** Tell the person you do not like it. You have the right to decide when you want to be hugged or touched. Trust your feelings about the way people touch you.

6. **What If... someone you do not know comes to take you home from a practice session?**
   
   **ANSWER:** Never go with a stranger unless the stranger gives you our special code word. (Select a simple code word and teach it to the children. SHARE THAT CODE WORD WITH PARENTS AND GUARDIANS! Make sure the child understands the importance of the word.)

7. **What If... someone is tickling you and it starts to hurt?**
   
   **ANSWER:** Tell them to stop. If they will not stop, call for help.
8 What If... one of the adults in your club or practice session wanted to touch you under your clothes?

**ANSWER:** No one has the right to put their hand under your clothes; force you to touch them; touch your body; or touch your private body parts.

9 What If... your auntie or uncle wanted you to sit on his or her lap and you did not want to?

**ANSWER:** You can say "NO!" to your uncle/aunt if you do not want to do it.

You can make up many more "What Ifs" from the children’s own everyday experiences, using familiar names and places. Remember to discuss only one or two per session. But, be sure to practice regularly so that the children in your programme learn to recognize when to say "NO!" and when help is needed. This will increase their ability to act quickly and calmly. Emphasise that they always have the right to say "NO!" And remember, children are safer if they know what to do when they feel threatened.
EXERCISE 3

THE TELEPHONE

PURPOSE

The purpose of this exercise is to help children memorize key telephone numbers that they should know in the event that they face and recognize a threat of abuse. The exercise is designed for younger children participating in the Foundation-Level Sports Programme.

TIME REQUIRED
30 minutes

MATERIALS REQUIRED

- Whiteboard or Blackboard, for Coach to draw example telephone
- Chalk or Marker
- Paper for each child
- Ruler or straight-edge
- Pencil for each child with eraser

At the beginning of this exercise, you will need to draw the keypad of a touch-tone telephone on a piece of paper.

The easiest way to do this is by using a ruler to draw five horizontal lines and four vertical lines intersecting them. The numbers will then go inside each box that this creates.

The next step is to have the children will then trace your drawing or attempt to make one of their own using a ruler or straight-edge as well.

After the children have finished making their touch-tone keypad, and written the numbers in, have each child practice dialing the police emergency number in your country, (i.e. 311 in Barbados) and their telephone number from memory.

Give the children a few minutes to practice. When they’re finished, have each child practice one-on-one with either you or one of their peers to make sure he has mastered it.
TIME REQUIRED
5 - 20 minutes (as available)

MATERIALS REQUIRED
None

Children are often taught to say ‘no’ to strangers. We all know, however, that they may be persuaded to enter into unsafe situations by those who pretend to be friendly or say that they know the child’s parents.

In order to help the children in your programme avoid a potentially life-threatening situation, discuss with the children different scenarios a stranger might come up with to get them to go with them.

For example, a stranger may say that she has lost her dog and needs the child’s help or that the child’s mother asked her to pick up the child from school. If the child doesn’t know this person, he or she needs to be able to say no to the invitation.

Have the children discuss scenarios of their own making in which a stranger approaches him and he says, “No.”
EXERCISE 1

CREATING CLUB RULES

PURPOSE

The purpose of this exercise is to establish a concrete set of guidelines or code of conduct for children 12 years and older participating in the Youth Sports Programme. Once completed, it is important that programmes draw attention to their codes of conduct and place them on all relevant notice boards in the facility, or even on a nearby wall or fence.

TIME REQUIRED

30 Minutes

MATERIALS REQUIRED

- White board or Black board – For Coach to Take Notes and write code of conduct
- Chalk or Marker

This exercise should be conducted at the start of practice sessions. It should be conducted by the coach. This exercise also serves the purpose of setting a precedent for the coach hosting discussions with the athletes on issues not directly related to their skills (if no such activity already takes place). The importance of this interaction will become clearer in later exercises where sensitive issues of child protection are discussed.

The young people should be seated in a circle to encourage conversation among the participants. This exercise may be conducted either indoors or outdoors as facilities permit.
The coach should ask the children the following series of questions, from which guidelines for the time spent in the Youth Sports Programme are developed with the participation of the children:

1. Why do they come to the club and what do they want to get from attending – for example, to have fun, to learn how to play the sport/game, to take part in games and matches, to be with their friends, to keep fit.

2. How do they want to treat, and be treated, by adults – for example, officials, adults and spectators.

3. How do they want to treat, and be treated, by other children in the programme.

4. How do they want to be able to raise any concerns they have.

5. What rules, or limits, do they think there should be.

6. How do they think any breaches of the code of conduct should be dealt with.

EXERCISE 2

THE THREE R’S

PURPOSE

The purpose of this exercise is to introduce the concept of the three Rs in youth protection. The three Rs are:

- RECOGNISE
- RESIST
- REPORT

TIME REQUIRED

No definitive time limit

MATERIALS REQUIRED

None

Youth need to RECOGNISE situations that place them at risk of being molested, how child molesters operate and that anyone can be a molester. Youth need to know that if they RESIST, most abusers will leave them alone. And, if youth REPORT attempted or actual molestations, they will help protect themselves as well as other youth from further abuse and will not be blamed for what occurred.

The situations in this exercise might be more detailed than you feel comfortable with; however, if young persons are going to learn about abuse and protecting themselves, they must be able to identify and discuss specific acts. Begin the exercise by reading the following story, and pose the questions that follow to the group. The questions are followed by suggestions for topics during the discussion.

Carl’s Story
I am a 12-year-old boy in the first form at my secondary school. Every afternoon after school, I go to a cricket field until my mom gets home from work. One of the guys who works at the centre has been spending a lot of time with me lately. He's really nice, and he told me that he would teach me how to bat. He said that cricket would be a good sport for me because it has different age groups and I’m so well-built that I could easily play under-15 cricket.

I’ve got to admit that I like cricket. But there’s something bothering me. This guy who’s teaching me the basics of cricket wants me to come to the grounds on some weekend days when no one else is there. He said that we would have the place to ourselves, and he could really teach me a lot. I’d like to, but I’ve been noticing that when he’s teaching me batting, he holds me from behind and sometimes grabs me in places where he shouldn’t. He makes like it’s a real funny joke, but I’m not so sure that I like it.

Coaches’ Discussion Points

What is risky about this situation?

- History of unwanted touching
- Touching will probably become more serious if allowed to continue
- Individual coaching on weekends would put Carl alone at the grounds with a possible molester.

How would you resist?

- Tell the person to stop grabbing you and do not practice with him any longer
- Make sure that you are not alone with him, and if he grabs you yell, “Stop that!” loud enough so that everyone will hear.

How would you report this situation?

- Tell the individual’s supervisor or a responsible adult, and ask that someone else help you with cricket
- Ask your parents to file a report with the police. What he is doing is abuse and it is illegal.

David’s Story

My name is David. I go to secondary school and make pretty good grades, so I’m not stupid. But the other day something happened that made me feel really dumb. A group of guys decided that they wanted to start a club. Only a few kids would be able to join their club, and it would be a secret group.

Begin the exercise by reading the following story, and pose the questions that follow to the group. The questions are followed by suggestions for topics during the discussion.

David’s Story

My name is David. I go to secondary school and make pretty good grades, so I’m not stupid. But the other day something happened that made me feel really dumb. A group of guys decided that they wanted to start a club. Only a few kids would be able to join their club, and it would be a secret group.

It was going to be a fun thing, and the only way that you could join was to be asked by one of the members of the club.
Well, one of my friends belonged and asked me to join. I was really flattered, and I really wanted to join. He told me that the club was meeting under an ackee tree on campus, and that we could have some drinks, smoke some ganja and have some fun—then he grabbed my crotch and laughed.

Coaches’ Discussion Points

What do you suppose David’s friend meant when he said, “We could have some drinks, get high and have some fun,” and then grabbed David’s crotch?

- Secret clubs are often used by child abusers to gain access to unsuspecting boys.
- Using drugs and alcohol to lower resistance to sexual abuse also is quite common.
- Suppose David went to the club meeting and ended up being sexually molested by one of the other guys there. How do you think he would feel?
- A lot of boys feel very embarrassed when they realize that they have been fooled. Often they are afraid that others will think that they are homosexual if they have been sexually abused by another guy.
- Embarrassment might cause David and other boys in his situation to not report their abuse.
ANNEX 3

REGIONAL CHILD PROTECTION AGENCIES
CONTACT INFORMATION

ANGUILLA
Department of Social Development, P.O. Box 60, The Valley, A1-2640
T 264-497-2317 / 264-235-2317
F 264-497-2326
E dsd@gov.ai
Hot Line 264-235-2317
264-476-4528
Emergency 264-497-2333 / 911 (Police)

ANTIGUA & BARBUDA
Citizens’ Welfare Division, Ministry of Social Transformation & Human Resource Development, Upper High Street, St John’s
T 268-562-1508/1509
T 268-462-4402
F 268-462-6368
E citizenswelfare@gmail.gov

BARBADOS
Child Care Board, Fred Edgehill Building, Cheapside, St Michael BB11142, Barbados, W.I.
T 246-426-2577
F 246-435 3172
E childcareboard@caribsurf.com
Emergency (Police) 211

BRITISH VIRGIN ISLANDS
Social Development Department, Ministry of Health and Welfare, P.O. Box 3126, Roadtown, Tortola
T 284-468-3650/9624
T 284-494-3431
F 284-494-6803
E socialdevelopment@gov.vg
Hotline 284-468-9371

DOMINICA
Child Abuse Prevention Unit – Social Welfare Division, Ministry of Social Services, Family, & Gender Affairs, 33 Great Marlborough Street, Roseau
T 767-266-3019 / 3020 / 3080
F 767-449-8220
E socialwelfare@dominica.gov.dm
E azillej@dominica.gov.dm
Hotline (Police) 767-448-9371

FAIR PLAY

unicef unite for children
<table>
<thead>
<tr>
<th>Country</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grenada</td>
<td><strong>Grenada Child Protection Authority, National Stadium, River Road, St. Georges</strong></td>
</tr>
<tr>
<td></td>
<td>T: 473-405-6980</td>
</tr>
<tr>
<td></td>
<td>T/F: 473-435-0293</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:childwelfare@spiceisle.com">childwelfare@spiceisle.com</a></td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:director@cpagrenada.org">director@cpagrenada.org</a></td>
</tr>
<tr>
<td></td>
<td><strong>Hotline</strong></td>
</tr>
<tr>
<td></td>
<td>677 / 473-435-0293</td>
</tr>
<tr>
<td>Guyana</td>
<td><strong>Child Care and Protection Agency Ministry of Social Protection</strong></td>
</tr>
<tr>
<td></td>
<td>7 Broad and Charles Street, Charlestown, Georgetown</td>
</tr>
<tr>
<td></td>
<td>T: 592-227-0979/225-2157</td>
</tr>
<tr>
<td></td>
<td>T: 592-231-8407</td>
</tr>
<tr>
<td></td>
<td>F: 592-225-6700</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:anngreenehope@yahoo.com">anngreenehope@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td><strong>Hotline</strong></td>
</tr>
<tr>
<td></td>
<td>592-227-0979</td>
</tr>
<tr>
<td>Jamaica</td>
<td><strong>Child Development Agency (CDA)</strong></td>
</tr>
<tr>
<td></td>
<td>Corporate Office: 48 Duke Street, Kingston</td>
</tr>
<tr>
<td></td>
<td>T: 948-6678/948-2841-2</td>
</tr>
<tr>
<td></td>
<td><strong>Regional office:</strong> Kensington &amp; St. Andrew</td>
</tr>
<tr>
<td></td>
<td>40 Duke Street, Kingston</td>
</tr>
<tr>
<td></td>
<td>T: 948-1145/948-0243</td>
</tr>
<tr>
<td></td>
<td><strong>Western Region</strong></td>
</tr>
<tr>
<td></td>
<td>Regional office: St. James, 4 Kerr Crescent, Montego Bay</td>
</tr>
<tr>
<td></td>
<td>T: 979-3446/979-1024</td>
</tr>
<tr>
<td></td>
<td><strong>North East Region</strong></td>
</tr>
<tr>
<td></td>
<td>Regional office: St. Ann, Lee-Sin Tyre Centre, Windsor Road, St. Ann’s Bay</td>
</tr>
<tr>
<td></td>
<td>T: 972-2686</td>
</tr>
<tr>
<td></td>
<td><strong>Southern Region</strong></td>
</tr>
<tr>
<td></td>
<td>Regional office: Manchester, Lot 9 Caledonia Mall, Mandeville</td>
</tr>
<tr>
<td></td>
<td>T: 962-2558</td>
</tr>
<tr>
<td></td>
<td><strong>Office of the Children’s Registry (OCR)</strong></td>
</tr>
<tr>
<td></td>
<td>12 Carlton Cres, Kingston 10, Jamaica</td>
</tr>
<tr>
<td></td>
<td>T: 1-888-PROTECT</td>
</tr>
<tr>
<td></td>
<td>T: (776-8328) (LIME)</td>
</tr>
<tr>
<td></td>
<td>T: 876 908-2132 (LIME)</td>
</tr>
<tr>
<td></td>
<td>T: 876 754-9133 (LIME)</td>
</tr>
<tr>
<td></td>
<td>T: 876 618-5888 (Digicel Landline)</td>
</tr>
<tr>
<td></td>
<td>T: 876 631-8933 (Flow)</td>
</tr>
<tr>
<td></td>
<td>T: 876 631-8908 (Flow)</td>
</tr>
<tr>
<td></td>
<td>C: 876 822-7031 (Lime)</td>
</tr>
<tr>
<td></td>
<td>C: 876 878-2882 (Digicel)</td>
</tr>
<tr>
<td></td>
<td>F: 876 908-2579</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:report@ocr.gov.jm">report@ocr.gov.jm</a></td>
</tr>
<tr>
<td></td>
<td><strong>Monserrat</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Social Services Department Ministry of Health &amp; Social Services</strong></td>
</tr>
<tr>
<td></td>
<td>Government Headquarters, Brades</td>
</tr>
<tr>
<td></td>
<td>T: 664-491-3895 / 8142 / 5307</td>
</tr>
<tr>
<td></td>
<td>T: 664-491-945</td>
</tr>
<tr>
<td></td>
<td>F: 664-491-945</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:fergusst@gov.ms">fergusst@gov.ms</a></td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:ryane@gov.ms">ryane@gov.ms</a></td>
</tr>
<tr>
<td></td>
<td><strong>Child Abuse Hotline</strong></td>
</tr>
<tr>
<td></td>
<td>869-466-KIDS (5437)</td>
</tr>
<tr>
<td>Nevis</td>
<td><strong>Family Services &amp; Probation Division, Springgate Building Charlestown, Nevis</strong></td>
</tr>
<tr>
<td></td>
<td>T: 1-869-469-5521 Ext 6292/6293</td>
</tr>
<tr>
<td>St. Kitts</td>
<td><strong>The Department of Probation &amp; Child Protection Services Ministry of Community</strong></td>
</tr>
<tr>
<td></td>
<td>Development Culture and Gender Affairs, Victoria Road Basseterre, St. Kitts</td>
</tr>
<tr>
<td></td>
<td>T: 869-662-7710</td>
</tr>
<tr>
<td></td>
<td>T: 869-467-1309/1379</td>
</tr>
<tr>
<td></td>
<td>F: 869-466-1552</td>
</tr>
<tr>
<td></td>
<td>E: <a href="mailto:sknpcps@yahoo.com">sknpcps@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td><strong>Emergency (Police)</strong></td>
</tr>
<tr>
<td></td>
<td>869-491-2555</td>
</tr>
</tbody>
</table>

**FAIR PLAY**

ST. LUCIA
Division of Human Services and Family Affairs, Cnr. Chaussee Road and Pearts Gap, Waterfront Castries
T 758-452-7204/285-2238
F 758-451-9937
E huservices@yahoo.com
/ humanservices@health.gov.lc
Child Link (Hotline)
758-451-777

ST. VINCENT AND THE GRENADINES
Office of Family Services - Ministry of National Mobilisation, Halifax Street, Kingstown
T 784-456-2949/1111
F 784-457-2476
E huservices@yahoo.com
/ mobilisation1@hotmail.com
/familyaffairs.svg@gmail.com
Emergency (Police)
784-457-1211 or 911

TRINIDAD AND TOBAGO
Office of the Prime Minister, Gender and Child Affairs, Level 21, Tower D, International Waterfront Complex, #1A Wrightson Road, Port of Spain, Trinidad
T 868-627-1163
Children’s Authority of Trinidad & Tobago, 35 Wrightson Road, Port of Spain
T 868-627-0748
F 868-624-6316
E executiveassistant@ttchildren.org
Child Hotline
868-800-4321

TURKS AND CAICOS ISLANDS
Department of Social Development, Ministry of Home Affairs and Public Safety Hibiscus Square, Pond Street Grand Turk
T 649-946-4016
F 649-946-3998
E dasedash@hotmail.com
Emergency
649-946-2682 or 911

FAIR PLAY
Child Protection in Youth Sports Programmes
A Coaching Manual

unicef
unite for children
UNICEF Office for the Eastern Caribbean Area
Bridgetown Country Office
Post Office Box 1232,
Bridgetown, Barbados
TEL: 1.246.467.6000
FAX: 1.246.436.2812
EMAIL: bridgetown@unicef.org

unicef.org/barbados
facebook.com/UNICEFeasterncaribbean
youtube.com/UNICEFeasterncaribbean

West Indies Cricket Board Inc.
P.O. Box 616 W,
St. John's, Antigua
TEL: 1.268.481.2450
FAX: 1.268.481.2498
EMAIL: wicb@windiescricket.com
windiescricket.com
facebook.com/windiescricket
youtube.com/user/WestIndiesCricketTV