

Handouts

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4.1

Journey

PREVENTION

Destination: Safer Organization

Learn Definitions and concepts Sport as target Abuse consequences Obligations (legal, etc.)	Commit to action Organization Stakeholders	Articulate Values Principles	Conduct risk assessment Org. Atmosphere Org. Operations Org. Structure Org. Communication	Eliminate/Reduce Org. Atmosphere Org. Operations Org. Structure Org. Communication
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RESPONDING TO COMPLAINTS

Destination: Abuse ends

Attend to complaint comfort listen get basic story don't investigate	Report complaint to authorities	Cooperate with authorities	Take preventive measures	Help organization heal
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4.2

The Basic Process of Risk Management

Risk management involves two basic steps:

- 1) Identifying and assessing risk, and
- 2) Identifying ways to deal with the risks and then taking action to do so.

STEP 1:

The organization asks the following questions about the different elements of the organization (Atmosphere, Operations, Structure, Communication):

WHAT COULD GO WRONG HERE?

HOW?

WITH WHAT KINDS OF CONSEQUENCES?

HOW LIKELY OR UNLIKELY IS IT THAT THESE THINGS WILL HAPPEN?

HOW SERIOUS WOULD THE CONSEQUENCES BE?

Basic kinds of risk should be considered, such as the risk of physical, emotional or psychological harm, financial loss or property damage.

STEP 2:

The organization then identifies appropriate responses to these risks and takes action, asking:

HOW DO WE AVOID THESE RISKS OR MINIMIZE OR ELIMINATE THEM?

IF WE CAN'T, HOW DO WE MINIMIZE THE HARM THAT MIGHT BE DONE?

In other words:

WHAT RISK MANAGEMENT MEASURES SHOULD WE BE TAKING?

WHAT RESOURCES DO WE NEED IN ORDER TO DO SO?

4.3

Risk Management Template for Action

Area/Element of Organization	Foreseeable Risks and Potential Harm - What Could Go Wrong? What consequences might there be in terms of Bodily Harm? Personal Injury? Loss of Reputation? Financial Loss? Property Damage?	Risk Management Measures How Do We Avoid It? Minimize It? Eliminate It?
ATMOSPHERE	<ol style="list-style-type: none">1.Examples: No one wants to talk about the issue of sexual abuse; a child doesn't feel comfortable disclosing incident; someone is able to molest children.2.3.	
OPERATIONS	<ol style="list-style-type: none">1. Examples:, There are lots of opportunities for players to be alone with adults - therefore, increased risk of abuse.2.3....	
STRUCTURE	<ol style="list-style-type: none">1. Examples: No rules about what's acceptable and what's not, so it's hard to identify something as unacceptable and to discipline someone for it.2.3.	
COMMUNICATION	<ol style="list-style-type: none">1. Examples: the "organization" identifies preventative actions re sexual abuse; some leaders say they're unnecessary which results in screening measures not being effectively enforced2.3....	

4.4

Basic Facts About Screening

THE FUNDAMENTALS OF GOOD SCREENING

“Screening” is not the same thing as “a police records check.” A police records check is one screening tool that organizations may have to use, especially for positions of trust with children, but it is only one tool, and an organization must NEVER rely on a police records check as the only screening tool it uses.

Legitimate, defensible screening measures are based on the foreseeable risks and essential qualifications needed for each POSITION (e.g., referee, coach, team parent), and not on the characteristics of individuals applying for the position. Whether a position is paid, unpaid, volunteer, co-op, etc. is also irrelevant to the identification of the prudent, reasonable, appropriate, and necessary screening measures for that position.

Every position must be analysed individually to identify the necessary screening measures: different measures will be required by different positions. The appropriate screening measures for the Coach of a Rep Lacrosse team of 8-10 year-old girls will be somewhat different from those needed for the organization’s Treasurer, and will be different again from those needed for a Team Parent. Assessing the real risks in each position will provide clear, objective, and defensible reasons for screening people in or out of certain positions.

Whether the individual is well-known to the organization or is a stranger is IRRELEVANT in terms of screening. The only issue the organization can look at is WHICH SCREENING MEASURES ARE CALLED FOR BY THE ESSENTIAL QUALIFICATIONS NEEDED FOR THIS POSITION?

The best screening measures can only be implemented AFTER someone is hired or engaged by the organization. Post-Hiring/Engagement Screening is far more important and more effective than even the most stringent pre-hiring screening measures could ever be.

Good screening measures are well-documented, well-established, and well-communicated in advance to everyone concerned.

Screening measures that are created but not enforced are at best useless and at worst, dangerous – because people think screening is taking place when it really isn’t. An organization that is unwilling to screen someone OUT is not screening.

4.5

Analyzing the Position to Determine Appropriate Screening Measures

(Position Risk Analysis Model © Lorraine Street, 1997, 1998, 1999.)

Name of Position: _____

1) ANALYZE THE POSITION

A. Describe the players or participants

- i. Describe the players or participants:
- ii. What are the characteristics of these players or participants? In what ways are they vulnerable?

B. Describe the activities related to this position:

- i. What is the nature of the position?
- ii. Actual physical activities – what does a person in this position do?
What's involved in fulfilling this position?

C. Describe the setting(s) in which these “activities” take place

D. How is the position supervised?

- i. Who sees what goes on between the individual in this position and the players or participants?
- ii. How are people in this position actively supervised? How often? By whom? By what means?

2) CONDUCT A RISK ASSESSMENT OF THE POSITION

A. Assess what could go wrong

- i. What kinds of things could go wrong here? What harm might be done? What risks are involved because of the characteristics of the players, the activities involved, the settings, and supervision? How serious could it be if something did go wrong or if someone was harmed?
 - Bodily Harm (physical harm)
 - Personal Injury
 - Loss of Reputation
 - Financial loss
 - Property damage.

4.5

continued ...

B. Determine response to the identified risks

What could be done to change how this “job” gets done or the circumstances around it in order to minimize the risks?

3) ON THE BASIS OF THE ANSWERS TO QUESTIONS (1) AND (2), IDENTIFY THE QUALIFICATIONS FOR THIS POSITION: what do we need to know about each applicant in order to properly screen for this position?

Qualifications (Identify as many as are really crucial to the fulfilment of the position):

- i.
- ii.
- iii.
- iv.
- v.

4A. IDENTIFY APPROPRIATE PRE-HIRING SCREENING MECHANISMS FOR THIS POSITION

Qualification	Pre-Hiring Screening Tools
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Competence

Character

Ability to work with kids, etc.

4B. ON WHAT BASIS (BASES) COULD WE LEGITIMATELY SCREEN AN APPLICANT OUT OF THIS POSITION BEFORE HE/SHE IS HIRED/ENGAGED?

The basic questions that the organization has to ask itself are:

- i. Are our position qualifications essential? (Are they necessary to the position?)
- ii. Are they reasonable?
- iii. Are they bona fide? (Is our organization requiring such-and-such a qualification in good faith, or because we are trying to screen certain people out?)
- iv. Could we accommodate someone with a particular need or set of circumstances? (e.g., could someone with a particular disability be assisted to do a particular job?)



4.5

continued ...

5) IDENTIFY THE APPROPRIATE POST-HIRING SCREENING MECHANISMS FOR THIS POSITION:

Which tools will help us do the ongoing screening that is necessary and appropriate to this position, to ensure that the individual continues to display the qualifications and characteristics identified in question 3?

Criteria	Post-Hiring Screening Tools
Competence	
Character	
Ability to work with children, etc.	

4.6

Principles, Policies, Guidelines, Procedures

Policy is not the primary building block of risk management activities. Policies cannot stand on their own. They must be built on the basic principles of the organization if they are going to stand up to scrutiny. When someone asks why the organization does such and such a thing, it isn't adequate to say, "Because it is our policy." Policies have to be based on something – they can't just be created from thin air, or parachuted from other organizations. Their primary source is the principles on which the organization is founded, such as the following:

Priming the Pump: Starting Lists of Categories of Principles, Policies, Procedures, and Guidelines

I. Principles: These are the fundamental values and assumptions on which the organization is founded.

- Access for all, discrimination against none
- Sport should be fun
- Sport should encourage fair play, sportsmanship, team effort, etc.
- Sport encourages respect for all
- Sport strives for safety for all
- Values and principles should be acted upon and reflected in all areas of organization: atmosphere, operations, structure, and communication
- Recognition of the duty of care owed players, coaches, trainers, managers, officials, parents, board members, funders, sponsors, community-at-large by the organization and especially those in charge of it
- Recognition of and commitment to moral, ethical, and legal practice in all dealings
- Acknowledgement of laws that govern organization's activities; commitment to adherence to them

II. Policies: These are guiding statements that indicate a course of action, but don't spell out the details of how the action will be undertaken.

- goal and focus of this policy is to guide the organization's actions with respect to preventing and responding to the issue of child sexual abuse, defined as ...
- this policy applies to all sanctioned activities of the organization and to everyone who is a member of it, plays for it, acts on its behalf, etc.
- this policy is based on the values and principles articulated by the organization and is consistent with them
- the organization will develop guidelines for its various programs, and procedures related to this issue. These guidelines and procedures may be changed from time-to-time by decisions of the Board or Executive or staff ...
- in this organization, the standard of behaviour expected of all is
- the organization will abide by the requirements of the law with respect to the reporting of abuse and will cooperate with authorities

III. Guidelines: These are rules the organization sets about specific, concrete issues. They should be widely and repeatedly communicated, and enforced consistently, if they are to have any value.

During the Game, On the Field, Ice, etc., During a practice, tournament, etc.:

- Profanity from any member of the organization is unacceptable and will be ...
- Spectators are expected to observe the same Code of Conduct as are players,
- Coaches may not ...

Locker Room, Dressing Room

- There should always be a minimum of two youth or adult leaders in a room with children at all times.
- No youth or adult should ever be alone in a room with a single child.
- All youth and adults not on the team should leave the locker room when children are showering or dressing ...
- A parent rep or alternate will be in the locker room with the team at all times except

Transportation

- Children under the age of ... will be brought to games, practices, etc. by their parents and/or picked up by them. Coaches or other team officials will not under any circumstances, except life-threatening emergency, drive children other than their own, to or from ...

Behaviour/conduct that will trigger an internal disciplinary hearing/process

Actions such as ...

Behaviour/Conduct that Constitutes Sexual Abuse

Sexual abuse is the use of a young or less powerful person by an older or more powerful child, adolescent, or adult for sexual gratification. Sexual abuse can include both contact and non-contact acts.

As stated in ***Speak Out! ... Act Now!***:

There are two categories of sexual abuse, contact and non-contact.

Examples of non-contact acts:

- flashing or exposing sexual body parts to a young athlete;
- watching intrusively as a young athlete changes or showers;
- speaking or communicating sexually/seductively with a young athlete;



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continued ...

- showing pornographic films, magazines or photographs to a young athlete;
- having young athletes participate in the creation of pornographic materials;
- performing sexual acts in a front of a young athlete;
- objectifying or ridiculing a young athlete's sexual body parts.

Examples of contact acts:

- kissing or holding a young athlete in a sexual manner;
- touching a youth athlete's sexual body parts or forcing someone to touch another person's sexual parts;
- penetrating a young athlete anally or vaginally, with objects or fingers;
- having vaginal, anal, or oral intercourse with a young athlete.

(Source: *Speak Out! ... Act Now!* Canadian Hockey Association. Section 1, Chapter 3, pp. 5-6)

4.7

Sexual Abuse Prevention/Response Plan – Template

Aspect of Organization?	Risks Identified	Measures Needed?	Who is Responsible?	Who Should Be Involved?	Timeline?	Reporting? Accountability?	Resources/Support needed?
AMBIANCE							
ACTIVITÉS							
STRUCTURES							
COMMUNICATIONS							