

**4****MODULE****Summary****MAKING OUR ORGANIZATION SAFER:  
GETTING FROM HERE TO THERE**

<b>Subject</b>	Creating sexual abuse prevention measures through risk management activities
<b>Prerequisites</b>	Modules 1, 2, and 3
<b>Target Audience</b>	Board, Executive, Senior Staff Members, including Head Coaches, Head Referees, Head Leaders, Parent Reps, Older Players
<b>Aim</b>	To familiarize the leaders of the organization with risk management processes so they can create appropriate measures
<b>Desired Training Result</b>	Participants will develop a basic sexual abuse risk management plan, based on a risk assessment
<b>Time</b>	Five hours, minimum – best if done in one day
<b>Opportunity/Setting</b>	Should be held on a day set aside for this purpose, probably best on a weekend
<b>Group Size</b>	Six to 15 maximum
<b>Method</b>	<ul style="list-style-type: none"><li>• Facilitator's Welcome, Introductions</li><li>• Lecture on Brief Recap of Modules 1-3</li><li>• Presentation on Road Map and Journey Metaphor</li><li>• Lecture/Discussion/Exercise on Risk Management, Atmosphere, Operations, Structure, and Communication</li><li>• Lecture/Exercise on Screening Mechanisms: Analysis of one position and identification of appropriate screening mechanisms</li><li>• Discussion/recommendations re Structure elements of principle, policy, procedure</li><li>• Development of outline of sexual abuse prevention/response plan</li></ul>
<b>Training Aids</b>	Flip chart or blackboard Prepared overheads/handouts
<b>Facilitator Preparation</b>	Familiarity with Making It SafeR, Sections I - VI necessary
<b>Legend of acronyms used</b>	PS: participants HO: handout MIS: Making It SafeR (reference to resources)
<b>Handouts</b>	Handouts provide the facilitator with supplementary speaking notes

**Note:** Instructions to facilitators are *italicized*.

*Facilitator Welcomes Everyone. Introductions are made if necessary.*

TIME	SPEAKING NOTES	CUES
	<p><b>Note to Facilitator:</b>  <i>Participants should have already been through Modules 1-3. They should be convinced that the organization has to act to prevent child sexual abuse and committed to taking that action. This is not really an education Module as are Modules 1-3. This is a Module designed to provide organizations with a structure, framework, and the basic tools that they will need to determine what kind of action they need to take, and to walk them through designing the preliminary elements of that action plan. It will take several hours to do this; therefore, all participants should be “on the same page” before they undertake this Module.</i></p>	
5 MINS	<p><b>INTRODUCTION</b></p> <p>Organizations must do everything they can reasonably do to try and prevent harm -they can't just throw up their hands and say, “Oh, well, we can't protect absolutely, so let's just not try at all.”</p> <p>So, the issue becomes: How do organizations go about doing what is reasonable to protect people from harm? How do we decide what to do and how to do it? There is a way - through risk management, and it lies at the heart of the journey that organizations need to take to become SafeR.</p>	
30-60 MINS	<p><b>DEVELOPMENT</b></p> <p><i>Let's start with a brief recap of the issues covered in Modules 1, 2, and 3:</i></p> <p><i>Facilitator should review the key elements identified on the overheads and handouts from Modules 1,2, and 3, touching on the key points –</i></p>	<p><i>Use HOs from Modules 1, 2 and 3</i></p>



TIME	SPEAKING NOTES	CUES
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*e.g., why sport organizations are responsible, the legal reporting requirements, guidelines for appropriate responses to disclosures, suspicions, or allegations, etc. Allow enough time or questions of clarification, but be sure not to get bogged down in these. If a question arises that the Facilitator or a group member cannot answer, record it on a “parking lot” flip chart page, and commit to finding out the answer.*

**10** MINS

**The Journey to a SafeR Organization**

*Remind the participants of the Journey image discussed in Module 1.*

*Use HO 4.1*

When an organization sets out to do something about sexual abuse, it is setting out on a journey – from where it is now – to the destination – the SafeR Organization.

The good news is that there is a Road Map that can help organizations on this journey – it isn’t necessary to stumble around feeling our way in the dark. There are directions and guideposts and signs; they make up the heart of this Module.

**15** MINS

**Risk Management**

The heart of the journey toward the SafeR organization lies in finding ways to improve the Atmosphere, Operations, Structure, and Communication in an organization—to make each of them safeR. The way this is done is through risk management.

*Use HO 4.2 and 4.3*

Risk management: It may sound like a highly technical term, but it is really relatively straightforward, and it can be done properly and thoroughly by those who know the organization best.

Risk management simply means doing the following:

1. Asking the questions “what could go wrong here? How? With what consequences?”
2. Asking “How do we avoid these things? Eliminate them? Or minimize the possibility that they will happen?” Then doing those things that will minimize or avoid or eliminate the risk of harm.

Risk management is something that we do all the time; however, we often do it unconsciously and seldom label it. We don't let children swim in a pool without supervision; we put oven mitts on before taking something out of the oven. Doing risk management in our organizations is not very different from what we do in the rest of our lives.

*Ask participants to suggest an everyday activity, not related to the organization's programs, and then, using the risk management handout (HO 4.2) and grid (HO 4.3), ask them to walk through the risk management steps – 1) Identifying what could go wrong, and 2) Identifying how to avoid, eliminate, or minimize these risks.*

*Do this as a discussion, a warm-up to the next step.*

**60-75** MINS

### **Risk Management of Atmosphere, Operations, Structure, and Communication (AOSC)**

*First, review the concept of these four as elements or layers of the organization's makeup. Give examples that fall into the different layers (e.g., – friendliness as part of the Atmosphere; the actual activities as part of the Operation; the Board as an element of the Structure; and the newsletter as an example of Communication).*

*Tie the two things – the risk management questions and the AOSC framework – together – by using HO 4.3, which asks the risk management questions as applied to the Atmosphere, Operations, Structure, and Communication.*

*It may be useful to divide the group into four smaller workgroups, and ask one to work on an analysis of the Atmosphere, a second to work on Operations, etc. Handout 4.3 should help to get the groups started. Ask each group to record its findings on flip chart paper in two columns: A) What could go wrong? B) How do we avoid it? Eliminate it? Or minimize it?*

*Give the groups at least half an hour to work on these – encourage them to spend half the time brainstorming answers to the question "What could go wrong?" and the other half brainstorming answers to the questions "How do we avoid these things? Eliminate them? Minimize them?"*

*Refer to HO 1.8 for a full description of AOSC*

*Group work:  
Ask groups to report to plenary*



TIME	SPEAKING NOTES	CUES
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*Reserve at least 30 minutes for the groups to come together and report – they should put the flip charts up around the room and describe their findings to the others. Through this, all participants will have at least a basic shared sense of the risk issues and of possible solutions that have been raised so far, and there will be a record of this exercise for the Board.*

**60-90** MINS

### **Screening Mechanisms**

Screening the people who provide services, programs, or activities is one of the most important and least understood risk management measures that an organization can undertake. Any organization that works with children must screen its paid staff, volunteers and other people who provide a service to the organization (people on Ontario Works, community service orders, etc.) thoroughly and that means recognizing a number of basic facts. The handout lists the most important facts about screening that organizations need to know BEFORE THEY make decisions about how to screen.

*Use HO 4.4*

*Review the handout that lists basic facts about screening.*

One of the most serious mistakes that organizations make when they look at screening is that they choose screening tools (e.g., interviews, reference checks, police record checks, etc.) as if they were choosing food from a menu—basing their selection on what looks familiar, inexpensive, easy to digest, attractive, simple, etc. In fact, that kind of choice is very dangerous, because organizations must be able to defend the screening methods they choose. They must be able to respond to someone who asks why they have chosen this or that screening method. They must be able to respond, based not on convenience or expense, but strictly on the basis of what is called for by the individual positions, the risks each position involves, and the qualifications each position calls for. The next exercise will demonstrate how organizations can identify screening mechanisms that will really tell them the things they need to know in order to screen for a position. It is an exercise in analysing a position in the organization.

*Ask the group to identify a position, preferably one that is a position of trust with a child. Such positions are the most complex and the riskiest, and therefore demand the most intense screening.*

*Use HO 4.5*

*This exercise is best done with the whole group. Follow the corresponding section in Making It SafeR.*

*Hand out the Position Analysis for Screening form (HO 4.5).*



TIME	SPEAKING NOTES	CUES
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**30** MINS

**Principles, Policies, Guidelines, Procedures**

Creating policies relevant to the prevention of child sexual abuse is an important part of the risk management work organizations have to do. However, too many organizations think it is the first and most important job. It is neither.

Policy is important and useful, and must be developed. Organizations must have formal statements that set out the values, rules, guidelines, and ways of doing things that enhance safety. However, policy must rest on the foundation of the principles that underlie an organization and that are consistent with law and with legislation. Otherwise, those policies will not withstand challenges. Many organizations parachute or borrow policy that other organizations have used, instead of doing the work themselves, as part of their efforts at risk management, to create policies that are meaningful, effective, and realistic in their situations.

Likewise, many organizations confuse policy with guidelines and procedure, and that can make it very difficult to get things done. Policy should provide general guidelines, not specific details about what should be done, nor detailed descriptions of how things should be done.

Most important of all, organizations should never try to create policies thinking that they will cover all situations. It's vital to develop policy that gives people room to make judgements and exercise discretion.

*Writing principles, policies, and procedures as a group is not a good use of time. However, it may be useful for the group to identify a starting list for the Board or Executive of areas about which principles, policies, and procedures need to be established.*

*Give PS an opportunity to read the hand out (4.6). Ask PS to identify areas of principle, policy, guidelines, and procedure that need to be developed. Use a flip chart to capture their ideas, and to record them for future use.*

*Use HO 4.6*



TIME	SPEAKING NOTES	CUES
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**60** MINS

**Creating a Prevention/Response Plan for the Organization**

A great deal of work will have been accomplished if the organization does everything included in this Module. However, it is critical that what has been started here continue in a timely and orderly fashion. To help that happen, the final activity of this Module is a planning exercise. It isn't intended to be the final plan, but a first draft of it, one that the Board or Executive can take, refine, redraft, etc., as it sees fit.

*Use HO 4.7*

*Give the participants the planning sheet, handout 4.7, and ask them to work in small groups to begin filling in the blanks. Emphasize again that this is just a draft; at the same time, encourage participants to recognize that real change takes time – that some initiatives and changes may be able to take place right away or within a short period of time, but others will take months, even years. Encourage participants to identify work to be done under each of the categories – not only “screen staff” or “develop policy.” The exercise results should be given to the Board or Executive for its use in developing the final specific plans.*

***A Final Note:***  
***Remember – we are trying to make our organizations SafeR – in some ways, this is an ongoing journey. There are always ways to improve and make things safeR, so the organization shouldn't become complacent once it has outlined and implemented its initial prevention/response plan. A very important part of the plan is building in details as to how and when the organization will review, evaluate, and revise it as necessary on a periodic, but regular basis.***

**15** MINS

**SUMMARY AND CLOSURE**

*Review briefly the topics covered in this Module:*

- Journey, Road Map
- Risk Management of Atmosphere, Operations, Structure, and Communication
- Screening
- Principle, Policy, Guidelines, and Procedure
- Planning Exercise

*All participants should be thanked on behalf of the Board or Executive for their assistance, and a commitment made to report the final decisions to the organization as soon as possible.*