

CHILD SEXUAL ABUSE STAYS OFFSIDE

#AbuseStaysOffside



QUALITY
STANDARDS

Quality Standards

to create safe and protective spaces
for children and adolescents in sports

CONSEJO SUPERIOR DE DEPORTES | SPANISH HIGH COUNCIL FOR SPORT





**Quality Standards to create safe and protective spaces
for children and adolescents in sports
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Campaign for the prevention and detection of child sexual abuse in sports

PROMOTED BY



Consejo
Superior de
Deportes

IN COLLABORATION WITH



Fundación
Deporte
Joven



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• INTRODUCTION:

This guide is a part of the Campaign “Child Sexual Abuse Stays Offside”, aimed at the prevention and detection of sexual abuse of children and adolescents in sports. The Campaign has been promoted and financed by the *Consejo Superior de Deportes* (Spanish High Council for Sport), together with the *Fundación Deporte Joven*, a Spanish Foundation that helps improve the lives of children and youth through sports, and the collaboration of the UNICEF Spanish Committee.

The technical revision of the products of this Campaign was courtesy of experts in the Council of Europe and the non-profit organisation “*Oro, Plata y Bronce*” [Gold, Silver and Bronze]. In addition, our Campaign is supported by the “Start to Talk” initiative of the Council of Europe.

• OBJECTIVES:

The objectives of this campaign are:

1. *To raise awareness, train and inform the target population (and through them, children, adolescents and families) of the severity of sexual abuse in sports, based on the legal framework defined by the Council of Europe Convention on Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote Convention).*
2. *To define a list of ten key ideas for children and adolescents that will help them understand the boundaries that need to be respected to prevent abuse, as well as tips on what to do at the first signs.*
3. *To propose a series of activities to be carried out with children and adolescents so that, through simple games, they can internalise the concepts described in the above list.*
4. *To establish quality standards to be met by sports facilities in order to hinder the emergence of abuse, creating safe environments for sports practice for children and adolescents.*

• TARGET POPULATION:

This guide is aimed at staff in charge of running sports facilities used either partially or exclusively by children and adolescents.

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A PROPOSAL FOR QUALITY STANDARDS TO CREATE SAFE AND PROTECTIVE SPACES IN SPORTS PRACTICE, ESPECIALLY AGAINST CHILD SEXUAL ABUSE

Child sexual abuse is a very serious problem that affects children and adolescents of all ages. It is the responsibility of all adults to prevent sexual abuse, that is why it should be addressed by everyone, also in the world of sports.

This Campaign aims to provide the necessary tools for efficient prevention and detection with children and adolescents in sports, and to create safe environments that guarantee their well-being and respect for all of their rights.

Child sexual abuse is one of the worst violations of rights. This abuse is proof that the environment which should have been protective has failed, and that is why efficient actions are so important to prevent and detect it as soon as possible. These include the obligation to ensure the environment is safe and protective.

The general data on child and adolescent populations indicate that **around 20% of children and adolescents suffer some form of sexual violence before the age of 18** (Campaign “One in Five” of the Council of Europe¹). In the world of sports, there could be specific risk situations of sexual abuse: abuse of power by coaches, other professionals or athletes, or even other children or adolescents; trips, concentrations and competitions without family supervision; loss of boundaries regarding physical contact...

Therefore, it is necessary to work on this topic with children and adolescents, so that, together with the other values they learn in

sports, they can become emotionally stronger, and know how to identify and face any risk situation they may experience.

This project includes the following materials:

- Guides to work on prevention directly in sports with children and adolescents in the various stages: from 3 to 6 (preschool), from 7 to 12 (primary education) and from 13 to 17 (adolescence).
- A guide for the detection of child sexual abuse in sports, aimed at professionals.
- A list of quality standards to create safe and protective spaces for children and adolescents in sports (this document).

These quality standards are a benchmark to evaluate the spaces where sport is practised and see whether they are safe and protective. Many of the issues addressed are the responsibility of the management bodies in each organisation (federation, club, sports centre, high performance or residential centres...), who must drive the changes, especially among the senior managers (Management Team, Sports and Technical Managers...). However, it is necessary for the rest of the teams (both professionals and volunteers) to be aware of and participate in the implementation of quality standards at each site. This will ensure correct understanding of each item and the broadest range of views possible, including those of the child and adolescent athletes and their families.

¹ <https://www.coe.int/t/dg3/children/1in5/>

Therefore, these quality standards are applicable at all sports structures, including:

- The Spanish High Council for Sport (*Consejo Superior de Deportes*) and any areas or entities directly dependent on them.
- The *Fundación Deporte Joven* and the agreements they enter into with any other entities.
- Sports federations with members that are children and adolescents.
- Sports clubs, and in particular, their sports schools.
- Town councils, which play a significant role in coordinating and overseeing the sports centres they are responsible for.
- Sports centres (town sports centres, swimming pools, tracks, fields, courts...) where children and adolescents train and compete.
- Associations that organise sports activities for children and adolescents.
- Organisations and spaces that provide children and adolescents with accommodation, either for short periods (competitions, concentrations...) or long ones (residences, high performance sports centres...).

WHAT DOES PROTECTION COMPRISE?

Practising sports in childhood and adolescence plays an essential physical education role for health and leisure (although in some cases, sports may end up focusing more on competitions or even professionalisation). Full physical, mental and emotional development of children or adolescents is only possible if they grow up in safe and protective environments. In contrast, repeated and especially intense experiences of lack of safety and fear can have very harmful effects on children's and adolescents' development².

Sports are an important dimension in the life of children and adolescents given their ability to contribute to their health, and therefore, they should take place in safe and protective environments. **Protection in the world of sports** begins by ensuring that the spaces where children and adolescents practise sports are safe and protective.

A **safe and protective environment** is defined as any space with adequate mental and emotional treatment, free from any form of violence, abuse or exploitation, where people respect human rights. A safe environment for children and adolescents must be a space where all adults always act in the superior interest of children and adolescents and respect their human rights, contemplated in the United Nations Convention on the Rights of the Child of 1989. A safe and protective environment is, therefore, an indispensable condition to guarantee the right of every child and adolescent to their full development and protection.

The Campaign "**Child Sexual Abuse Stays Offside**", which focuses primarily on prevention and detection of child sexual abuse in sports, cannot limit itself to individual actions promoted by professionals and families, but rather insists on the need for a gradual institutional change to ensure safe and protective sports environments for all children

² Siegel, D.J., and Payne Bryson, T. (2011). *The Whole-Brain Child*. New York: Delacorte Press.

and adolescents. These quality standards are guidelines for each entity to reflect upon considering their own specificities and counting on their professionals and on the participation of the children and adolescents they serve and their families.

STANDARDS FOR SPORTS ENVIRONMENTS TO BE SAFE AND PROTECTIVE

Sports have clear rules to ensure they are healthy: there are established recommended practices (warm-up, stretching, useful exercises for each sport, progression...) and others that should be avoided (use of certain harmful substances, exercises known to cause physical decline...). There are also internal rules in each sport that regulate clear and fair competition for all sides (scoring criteria, sportsmanship, violation, penalties...). Likewise, sports events have extensive regulations so they may be conducted safely.

Quality standards to ensure safe and protective spaces in sports are an additional element of protection, to guarantee that children and adolescents, who are more vulnerable due to their age and legal limitations, spend time in safe spaces with people who protect them. This is achieved by securing the following levels:

1. A safe and protective physical environment.
2. A safe and protective psychological and emotional environment.
3. Aware adults (coaches, managers of sports facilities, other professionals in the world of sports, and families).
4. Meaningful participation of all people involved, especially children and adolescents.



LEVEL 1

A SAFE AND PROTECTIVE PHYSICAL ENVIRONMENT

When thinking about safe environments, the first level it is essential to have is a safe and protective physical environment. There are regulations that are mandatory for sports centres with official recognition, but they should also be taken into account in more informal sports environments (local associations that include sports among their activities, or when practising sports in public spaces with no official oversight, such as parks or the countryside...). However, some matters require greater attention, even though many centres are already contemplating them, such as the layout of toilets and changing rooms.

INDICATORS	HOW TO MEASURE THEM?
<input type="checkbox"/> All legally established safety parameters are met.	Depending on the type of centre, there are official regulations ³ that must be complied with regarding the construction and distribution of spaces, materials, water and electricity installations, fire protection measures (alarms, evacuation routes, extinguishers...), security doors in risk areas (hazardous or heavy materials, accessible evacuation doors...) and first aid kits (or health service).
<input type="checkbox"/> The safety measures specific to spaces serving children and adolescents are met.	Aside from the general safety for the whole population, sports centres receiving children and adolescents must ensure other basic protection aspects: prevent access of hazardous products (for cleaning, maintenance, first aid or the healthcare and physical therapy area) or to areas with machinery (lifts, sewage treatment, boiler rooms) or with heavy mobile elements (weight rooms), or construction sites; all doors should always open from the inside (including storage areas and other places where they could get trapped by mistake).
<input type="checkbox"/> The location of the sports space is appropriate for children and adolescents.	The sports space is located in an easily accessible place for children and adolescents: well communicated, on busy roads, well-lit at night, in safe areas... In the case of residential spaces, it is important that their location enhances social integration of the children and adolescents living there (leisure areas where they can meet other people their age outside of sports: parks, cinemas, leisure associations...).
<input type="checkbox"/> Access to the sports centres is controlled by staff, even if there are electronic control measures.	There are people supervising access to the spaces, even if there are electronic control systems in place. In particular, it should be verified that young children arrive and leave the centre accompanied by authorized people.

³ See basic regulations in the Spanish High Council for Sports website:

<http://www.csd.gob.es/csd/instalaciones/politicas-publicas-de-ordenacion/maid/legislacion-web/> In addition to this basic legislation, there is municipal legislation and other regulations that every sports facilities manager should be aware of.

<input type="checkbox"/> Toilets and changing rooms have been adapted to the needs of children and adolescents.	<p>The bathrooms and changing rooms are spaces where children and adolescents are most vulnerable since they need to undress partially or completely, so they require specific standards:</p> <ul style="list-style-type: none"> • Toilets and changing rooms must be located near the training and playing areas and properly signalled regarding location and use (especially during matches, when there are children and adolescents who are not familiar with the venue). • Each toilet cubicle has a working lock easy to operate by all ages, and doors will have upper and lower openings. • Toilets are always provided with toilet paper to avoid embarrassing situations for the children and adolescents. • Washbasins and fittings are accessible for children and adolescents, both regarding height and easy-to-use taps. • Toilets and changing rooms are well-lit and have adequate heating. • Showers have nonslip floors (and it is also recommended for the rest of the changing rooms and toilets). • The toilets for the general public are separate from the changing rooms, so that anybody coming in from the street cannot see the children or adolescents as they change. If this is not possible, toilets are in front of the changing rooms and separated by a door, or the changing rooms have separate cubicles. • There are specific spaces for family members to change young children's clothes, separate from the others. • There are separate changing rooms for athletes and coaches.
<input type="checkbox"/> The spaces where children and adolescents practise sports are open and/or visible from outside.	Children and adolescents train in spaces that can be seen from the outside, or which can be accessed. In the case of swimming pools or rooms which cannot be entered for health or safety reasons, there are large windows or glass doors from which the children and adolescents can be seen. In all other spaces, access by families and other professionals is assured in areas that do not interfere with training (stands, seats, designated area).

<input type="checkbox"/> In the case of spaces where children and adolescents spend the night, it must be assured they are also safe beyond the sports activities.	<p>Sports life, as young people progress in age and skill, includes competitions, travel, concentrations and even lodging in residences during full school years. Therefore, we must ensure children and adolescents are in safe and protective spaces at all times, whether they are in hostels, hotels or residences of any kind. The basic measures are:</p> <ul style="list-style-type: none"> • Assign separate bedrooms by sex and age range. • Children and adolescents always share a room (a minimum of two per room), preferably with someone they get along with (to avoid peer harassment within the room). • Adults never share a room with children or adolescents. • Toilets are easy to access, even at night. • Every child or adolescent should know where and who to go to at night (if they feel unwell, cannot sleep, have problems with other people...). Also in the daytime, there should be a reference space to go to (during time off, meals).
<input type="checkbox"/> There are spaces adapted for people with disabilities.	<p>Sport is a right for all people, including people with functional diversity or disabilities. Legislation⁴ contemplates all necessary measures to ensure their use of sports facilities, which are mandatory (adapted access, adapted toilets, adapted furniture...).</p>
<input type="checkbox"/> The staff at the centre and all other professionals will have their own spaces separate from public ones.	<p>All centre staff will have safe spaces to store all the information processed: personal details, medical records, registrations...</p> <p>Furthermore, everybody who works at the centre (even if their labour relationship is with a federation or club, not with the centre itself), will also have their own spaces where they can meet or prepare schedules on site.</p> <p>They will also have permanent lockers with a high level of security (security locks, locked changing rooms or control at the entrance...).</p>

LEVEL 2

A SAFE AND PROTECTIVE PSYCHOLOGICAL AND EMOTIONAL ENVIRONMENT

While ensuring a safe space is somewhat contemplated in various regulations, creating a safe and protective psychological and emotional environment requires an in-depth look at facilities, with an element of development psychology (that is, considering the scientific data there are on the stages of development of children and adolescents). The purpose is to endow spaces with a positive emotional value, transforming cold and impersonal spaces into warm and personalised ones. The idea is to adapt the spaces to the needs of children and adolescents, because only through emotional security can a person achieve optimal development.

⁴ See basic regulations in the Spanish High Council for Sports website:

<http://www.csd.gob.es/csd/instalaciones/politicas-publicas-de-ordenacion/maid/legislacion-web/>

INDICATORS	HOW TO MEASURE THEM?
<input type="checkbox"/> Spaces have adequate lighting to ensure they feel safe.	<p>In general, spaces should be well-lit and roomy as a whole, with no dark areas. As much as possible, it is best if light is natural.</p> <p>There could be specific situations in which a darker public space could be beneficial for children’s or adolescents’ concentration (in certain competitions), but this should never occur during training or when there are few people around.</p> <p>Traffic areas must be well-lit at all times: interior corridors, paths between outdoor tracks or fields, stairways...</p>
<input type="checkbox"/> The centre’s decoration should be welcoming and, as much as possible, designed and produced by children and adolescents.	<p>Physical spaces must seem welcoming in order to be truly safe for children and adolescents. The key elements to be addressed are the following:</p> <ul style="list-style-type: none"> • Warm colours are used in the decoration (walls, doors, furniture...). • The decoration uses materials designed and created by the children and adolescents themselves, so they feel the space belongs to them: posters, sayings, mottos, banners, drawings... For very large spaces (the walls of a sports centre, for example), a contest may be held for phrases and designs, even if the final execution is done by a specialised company. • The signage is easy to understand for children and adolescents: drawings are used in signs, especially for toilets and changing rooms; colours are used to indicate spaces (green changing room, orange changing room, instead of changing room 1, changing room 2, and colour stereotypes such as “blue-male” and “pink-female” are avoided).
<input type="checkbox"/> Ensure the temperature in the facilities meets the needs of children and adolescents.	<p>Intensive practice of any sport entails changes in body temperature, and safe spaces must guarantee adequate external temperature: warm while it is cold (when arriving at the facilities, while warming-up, while stretching after practice...) and cool while temperature is high (in summer, to avoid heat stroke).</p>

<input type="checkbox"/> The psychological and emotional aspects of food are included in the operation of the sports centre.	<p>During childhood and adolescence, food is very important, especially when doing physical exercise, therefore children and adolescents should have the right resources adapted to their nutritional, psychological and emotional needs:</p> <ul style="list-style-type: none"> • Welcoming dining halls, where they can sit in natural groups, with whom they can chat during the meal. • There is a variety of foods that combine nutritional requirements (including food intolerances and specific allergies) with children and adolescent tastes. • It is possible to snack on something warm (especially when training coincides with meal times). • In the case of residential centres, time and space is provided for children and adolescents to cook, either individually or in a group supervised by ages (prepare a meal to celebrate a sports achievement, or a birthday cake, or a dish from their homeland).
<input type="checkbox"/> Temporary accommodation spaces (hostels, hotels, short stay residences...) are safe psychologically and emotionally.	<p>During trips for competitions or concentrations, when children and adolescents are away from their families and in unfamiliar settings, it is essential for accommodation to take place in psychologically and emotionally safe environments to ensure their well-being. Therefore, special attention is paid to the following points:</p> <ul style="list-style-type: none"> • Bedrooms have enough bed linen to be warm and adaptable by the children and adolescents themselves (it is better to have several blankets of varying thickness so they can pick the best one, even in the middle of the night, rather than a single duvet that may be too warm for some and not enough for others). Lack of sleep is very harmful during childhood and adolescence. • Temperature should be adequate and easily controlled (heating and air conditioning). • There are safe spaces to keep financially and emotionally valuable items (wallet, money, personal belongings...). • In the case of hotels, ensure minibars are empty throughout the children’s and adolescents’ stay (to avoid problems with alcoholic or stimulating beverages), but have drinking water in the room or food and drink carried there by the children and adolescents themselves approved by the people in charge.

<input type="checkbox"/> Long-term accommodation spaces (residences, boarding schools, high performance centres...) must be safe psychologically and emotionally.	<p>Children and adolescents who regularly live in centres related to their sport need spaces that guarantee both the personalised supervision their families cannot provide from a distance, as well as age-appropriate independence. Aside from the safety elements required in temporary accommodations, long-term lodging must guarantee the following:</p> <ul style="list-style-type: none"> • Bedrooms can be personalised according to their tastes: they each have their own bedspreads, they can decorate them with meaningful items, they have a board where they can put photos or emotionally significant items... • Group personalisation of common spaces is promoted: arrange decoration of meeting rooms with materials chosen by the children and adolescents at least once a year; there is the possibility of decorating part of other spaces shared with adults (a noticeboard for the dining hall, a welcome panel at the entrance produced by the previous year's kids...). • Children and adolescents are encouraged to leave their long-term mark in the space: official competition photos (even once they have left the centre), murals created as a team... • There are elements to stay in contact with nature: plants they can take care of, animals...
<input type="checkbox"/> Spaces for lodging, regardless of its duration, have large areas for group recreation, preferably with nature elements.	<p>When children and adolescents sleep away from home it is necessary to provide spaces where they can meet informally with their friends during their free time:</p> <ul style="list-style-type: none"> • Moments of privacy are respected, including time during which children and adolescents can spend time alone in their room or other spaces.

	<ul style="list-style-type: none"> • Space and time are provided for children and adolescents to be able to contact their families and friends with the right frequency and privacy (not being heard by others, for voice communications; or being able to write messages without other people reading them, for text communications), and with safe connections. • Common rooms will have comfortable seats and sofas, which can be moved by groups. • There are play things: cards, board games, skill games (billiards, table football...). • There is a sound system that allows children and adolescents to select and share their music. • There are designated areas for dancing and musical activities (outside training). • Films, games or programmes can be watched on television with others. • There are outdoor spaces with appropriate features: a garden with outdoor chairs, swimming pool in summer.
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LEVEL 3

AWARE ADULTS

The next essential element for a space to be safe and protective is that the adults involved are aware of the rights, needs and real capabilities of the children and adolescents they are in contact with. Regardless of the category (from those leading official trainings down to trainees or volunteers, including healthcare professionals, cleaning, maintenance or administration staff), certain elements are required. However, different levels may be established for each parameter, adapting to the adult's responsibilities and the profile of the children and adolescents they are working with. We can only say a space is safe and protective when it includes a community of well trained and aware adults who know how to prevent, detect and act (or refer to someone responsible) in every case in which the well-being of a child or adolescent is at risk.

INDICATORS	HOW TO MEASURE THEM?
<input type="checkbox"/> Only people with the right profile to deal with children and adolescents are hired.	<p>Each person's profile is checked before they are hired: verify their qualifications, Sex Offender Central Registry, criminal records, work references or previous collaborations...</p> <p>Also clarify general behaviour expectations regarding the organisation's attitudes and responsibilities during recruitment interviews and when hiring (in addition to signing the Child Protection Protocol mentioned below).</p>
<input type="checkbox"/> There are checks in place that every professional working in sports is qualified to work with children and adolescents.	<p>Every professional evidences updated knowledge on developmental psychology and masters parameters of cognitive, emotional, behavioural and attitude development of the various age ranges they work with.</p> <p>Every professional is familiar with the child rights-based approach and basic principles derived thereof, among others, ensuring their actions enable optimal development of each child and adolescent, prioritising the superior interest of the child above any other decision criterion, establishing no discrimination whatsoever and promoting children and adolescents being at the centre of their own procedures.</p> <p>Regular refresher training can be provided by the centres themselves, or demand external certifications (face-to-face or online courses).</p>
<input type="checkbox"/> Training methods based on developmental psychology and adequate management of emotions are used.	<p>Updated psychology knowledge is reflected in training methods that always contemplate adequate emotion management, with special attention to how each child or adolescent responds to effort, victory or defeat, providing them with tools for adequate coping (personal awareness of overwhelming situations; development of adequate self-demand, not excessive for their age or capabilities; fair game and sportsmanship education, knowing how to win and how to lose gracefully...). There is adequate knowledge and methods to involve the families in sports practice that is emotionally safe and protective to ensure intervention is more consistent and efficient.</p>

<input type="checkbox"/> The principle of no discrimination is respected in every activity conducted.	<p>There is an equal opportunity policy for staff.</p> <p>There is assurance that no discrimination of any kind is ever established.</p> <p>The specificities of vulnerable groups are considered, in particular in relation to disabilities and functional diversity, children and adolescents under the protection system, gender, minority sexual identity or orientation, ethnic group... among others.</p>
<input type="checkbox"/> Regular performance evaluations are conducted of professionals and collaborators, with binding outcomes.	<p>Each person is evaluated privately, whether they are under contract or have another type of relationship (volunteers, trainees, athletes supporting younger teams...) according to public and known criteria. These criteria are related to the mental and emotional well-being of the children and adolescents they serve, not with physical or sports outcomes. It is advisable to include the opinions of the children and adolescents they work with in the evaluation.</p>
<input type="checkbox"/> There is a child protection protocol that is known and has been signed by all personnel (either in direct or indirect contact: cleaning, maintenance, catering...).	<p>The child protection protocol, signed by all personnel, shall determine:</p> <ol style="list-style-type: none"> 1. What actions are: a) compulsory, and b) forbidden for adults in their relationship with children and adolescents. In the case of centres that host competitions, this includes actions aimed at ensuring respectful spectator participation (families, visitors...). 2. What actions are: a) compulsory, and b) forbidden for the children and adolescents among each other or with adults (addressing peer violence, harassment, cyberbullying, sexism, homophobia...). 3. Who are the reference people regarding protection ("Protection Officers"). 4. What are the communication channels for suspicions and reporting, including anonymous reporting channels accessible to children and adolescents (a suggestions box, a hotline...).
<input type="checkbox"/> There are at least two people, one of each sex, appointed as "Protection Officers".	<p>"Protection Officers" are hired staff trained in protection and in conflict resolution protocols. All children and adolescents know how to find them and their functions (answer any question or respond to any issue that may arise).</p> <p>For trips, supporting "Protection Officers" may be appointed, especially family members.</p>

<input type="checkbox"/> There is an induction protocol that ensures the mental and emotional safety of every child or adolescent.	<p>The induction protocol at non-residential centres provides all the necessary information and procedures for newly arrived children and adolescents (either because they are new at their regular centre or because they are competing occasionally):</p> <ol style="list-style-type: none"> 1. They are shown the facilities, pointing out important elements (toilets, changing rooms, meeting point...). 2. Care is given to the start of the group activity (there could be introductory icebreakers if the group is going to train for some time, or perhaps some words of welcome for visiting teams). 3. Enough time is allowed for children and adolescents to arrive before starting the activity (so they can change, go to the toilet, check competition papers...). <p>The induction protocol for residential centres (which also applies to other spaces where children and adolescents spend the night), applies all of the above and in addition provides the necessary initial orientation for children and adolescents who are going to live together (aside from training or playing):</p> <ol style="list-style-type: none"> 1. They are shown the facilities, pointing out important elements (bedrooms, meeting rooms, training spaces, medical service, people to go to for help and when and where to find them...). 2. They are introduced to mates they are going to live with (welcome protocol will include introduction icebreakers, appointment of support peers...). 3. They are explained the centre rules, allowing for any questions. 4. A welcome party is held during the first days, as a symbolic public space to welcome the children and adolescents. 5. Ensure there is no hazing of any kind.
<input type="checkbox"/> There is a leaving protocol that ensures the mental and emotional safety of every child or adolescent.	<p>The leaving protocol for non-residential centres will include the following measures:</p> <ol style="list-style-type: none"> 1. There is a closing and farewell before the children and adolescents leave.

	<p>2. Enough time is left at the end for coaches to make sure the children and adolescents have been able to change and are with their families.</p> <p>3. A lost property corner is set up to be able to recover anything that may be left behind from one session to the next.</p> <p>The leaving protocol for residential activities will include the following elements:</p> <ol style="list-style-type: none"> 1. A farewell party is held. 2. A final evaluation is conducted with each child and adolescent so they can assess their experience and recommend improvements. 3. Enough time should be allowed for each child or adolescent to collect all their belongings.
<input type="checkbox"/> There is an induction protocol for each adult profile (coaching, management and administration, healthcare and physical therapy, cleaning, maintenance, catering...).	<p>When a new adult joins the space, a systematic induction protocol is followed, which always includes, at a minimum:</p> <ul style="list-style-type: none"> • Explanation of the child protection protocol, signed by the new recruit. • Explanation of the general operations of the whole space with physical tour (it should include whatever any lost child or adolescent may say regarding the spaces or activities). • Explanation of usual, recommended and forbidden practices that make up a safe environment (promoting participation, penalizing violence in sports...). <p>In addition to these general aspects, there is always a specific explanation according to the position to be held, together with the reference staff.</p>
<input type="checkbox"/> Compliance with labour policy that enable well-being of all adults.	<p>The environment is safer for children and adolescents if the people who are in charge of them have basic job security, so it is necessary to ensure, among other measures, family-work balance, fair salaries, adequate holidays, balanced shifts, leaves...</p>

<input type="checkbox"/> Self-care guidelines for professionals are respected.	<p>Working with children and adolescents requires significant attention and dedication, therefore it is essential that whoever cares for them has their own moments for self-care and rest. To guarantee that the capabilities and attitudes of all professionals serve the children and adolescents, the environment must ensure these spaces: own exercise, relationships outside sports, spaces where they can ask questions to peers or professionals from other areas...</p>
<input type="checkbox"/> Meetings are held for coordination, planning and supervision at different levels (always working in a team).	<p>A significant part of working with children and adolescents consists of having information and views from multiple professionals, so a safe environment is one which provides spaces for sharing and coordinating educational interventions. Therefore, just as children and adolescents are required to work in a team, even for individual sports, meetings and teamwork are essential also among adults and they must be scheduled and conducted regularly.</p> <p>Whoever manages spaces used by other entities (federations, clubs, sports associations, city councils...) must require this kind of coordination between the professionals using the facilities when working with children and adolescents.</p>
<input type="checkbox"/> The programme includes activities for psychological and emotional development of children and adolescents in sports.	<p>Ways to cope emotionally with situations that may arise in sports shall be addressed regularly: child sexual abuse prevention (with the materials of this same Campaign), prevention of violence in sports, promotion of equality, prevention of racism and xenophobia, homophobia and transphobia...</p>
<input type="checkbox"/> Codes of conduct and fair play are established for athletes, coaches and spectators.	<p>At the competitions, matches or tournaments, children and adolescents perform before an audience and athletes of other teams, which adds intensity to the experience. If well managed, this intensity can lead to better outcomes, but this needs athletes as well as coaches and the general public to respect the rules of fair play, without subjecting children and adolescents to the expressions or demands of adult competitions.</p>
<input type="checkbox"/> Systems for mediation and non-violent conflict resolution are in place.	<p>Conflicts are a part of life, and they also exist in all sports situations. There must be systems implemented that help resolve conflicts constructively, finding win-win solutions.</p>

LEVEL 4

PARTICIPATION OF ALL PEOPLE SHARING THE SPORTS SPACE, ESPECIALLY CHILDREN AND ADOLESCENTS

An environment cannot be safe if the people living in it cannot decide upon their own procedures and actions, at least partially. In sports spaces, coordination and structure is important, but there must also be a significant level of independence based on each person's judgement: a coach should be able to decide which method to use for the day's session, and change it if the group needs different activities; a child or adolescent should be able to say when they want to address an exercise that is especially difficult or entails a physical risk; an adult athlete should be free to choose the pace of training for each day. In conclusion, an environment is safe when it allows each individual to be at the centre of their own life.

In the participation of different people, it is especially important to raise awareness of the participation of children and adolescents. A safe and protective environment is only possible if children and adolescents are considered the focus with their own experiences, and not merely objects. The first step to guarantee this level of safety is to provide spaces for the frequent and efficient participation of children and adolescents. When consulting with children and adolescents about their experiences, expectations, goals and difficulties, adults may provide the most appropriate guidance both individually and at a group and team level, addressing the actual concerns and interests of the children and adolescents. This includes asking them about the situations that make them feel unsafe (fear, distrust, unease...) in order to address them efficiently and guarantee that the world of sports they live in is also safe from their perspective.

INDICATORS	HOW TO MEASURE THEM?
<input type="checkbox"/> Spaces for participation are provided for professionals, users, children and adolescents and their families at all sports levels.	<p>Participation sessions are scheduled and held regularly to cover the following:</p> <ul style="list-style-type: none"> • Easy to understand information is provided on the topics that affect them (in the case of children and adolescents, it is necessary to check that they have understood the information addressed to them). • Their views shall be listened to, appreciated and taken into account. • In those areas where they can decide (at least partially), the decisions they make shall be implemented. <p>Even when children and adolescents train only a few hours a week, these sessions can be held within their own group. When more time is devoted, it is recommendable to make participation more formal, through official assemblies, committees or meetings.</p>
<input type="checkbox"/> Activities may be proposed by users, in particular children and adolescents, on their own initiative.	<p>Aside from the regular participation spaces, there must be a procedure implemented for the children and adolescents themselves to drive proposals (always within applicable regulations at all levels). For example, it should be possible for a group of adolescents to propose a charity run to raise funds for a good cause, or for children of a specific sport to propose finishing a sports event with food provided by their families.</p>
<input type="checkbox"/> Decisions on the sports career of every athlete, including children and adolescents, must always include their informed opinion.	<p>Children and adolescents receive clear and realistic explanations about the sports possibilities concerning them and their opinions are taken into account: they can decide whether or not to continue in the sport (provided there are no medical reasons to stop); they can decide their level of involvement and participation in various competitions (according to their sports capabilities); they can decide on their sports career (provided it is not detrimental to their health)...</p>
<input type="checkbox"/> There are professionals trained in children and adolescent participation techniques.	<p>It is essential for adults to be familiar with child and youth participation methods, as well as their advantages and limitations. That way they will be able to provide spaces for participation adapted to the ages, capabilities and interests of the children and adolescents in their sport.</p>

Regular evaluations are conducted (at a minimum, yearly) involving all professionals and users, including children and adolescents and their families.

It is essential to evaluate the sports environment for each centre including the viewpoint of professionals, coaches, children and adolescents and their families. There are various methods for this, the simplest one being a questionnaire, and a richer one would be holding a group evaluation session. Open questions provide more information. Some examples are:

- *What do you like the most about practising your sport? And what do you like the least?*
- *What would you change?*
- *What improvements can you think of for a better space? What colour would you like the walls to be, for example?*
- *What do you think about your coaches?*
- *What other activities would you like to do?*

Aside from spaces for occasional evaluations, it would be advisable to offer and work with an anonymous suggestions box that could be easily accessed by all ages.



CONCLUSIONS

The indicators analysed in this document have been designed to trigger awareness, to help review the existing facilities and to include them in centres to be built or refurbished. There are indicators that are very easy to implement, and in many cases they are already met. However, there are others that entail significant difficulties because they involve different actors and long-term processes, but that does not mean they can be dismissed.

The ultimate objective is to turn all spaces where sports are practised into safe and protective spaces where any form of child maltreatment or sexual abuse is impossible, even when there are people around wishing to perpetrate it. That way, as the Campaign slogan says: child sexual abuse stays offside.

For more information:

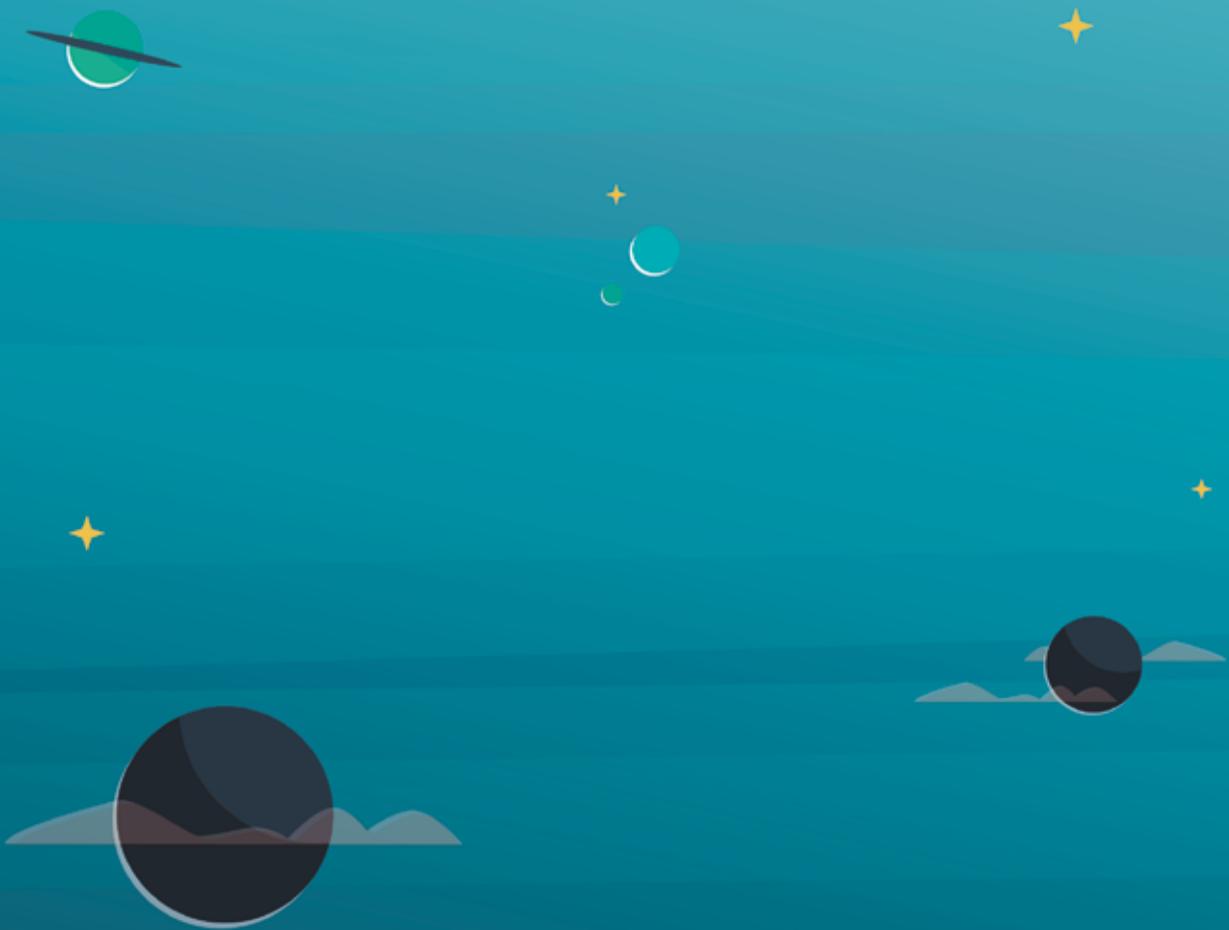
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