Section 3 considered the core components of safeguarding policies and the importance of having:

– A policy that applies during sports competitions that are sanctioned by your organisation; and
– An organisational athlete-safeguarding policy.

In this Section we will consider how to ensure the effective implementation of the athlete-safeguarding policy/policies that you have developed, by looking at:

– Potential models for implementation at a national level;
– Communication of safeguarding policies; and
– Pitching the right message.
<table>
<thead>
<tr>
<th>Chapter 1: Terminology</th>
<th>64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 2: The right message</td>
<td>66</td>
</tr>
<tr>
<td>2.1 Olympic Winter Games PyeongChang 2018</td>
<td>66</td>
</tr>
<tr>
<td>2.2 British Ski &amp; Snowboard Federation – Snow Safe</td>
<td>67</td>
</tr>
<tr>
<td>Chapter 3: Communication</td>
<td>68</td>
</tr>
<tr>
<td>3.1 Internal communication</td>
<td>68</td>
</tr>
<tr>
<td>3.2 Communication of a competition safeguarding policy</td>
<td>69</td>
</tr>
<tr>
<td>3.3 Communication of an organisational policy</td>
<td>72</td>
</tr>
<tr>
<td>Chapter 4: Education</td>
<td>74</td>
</tr>
<tr>
<td>4.1 IOC prevention of harassment and abuse in sport educational tools</td>
<td>74</td>
</tr>
<tr>
<td>4.2 Developing athlete-safeguarding educational materials: key considerations</td>
<td>75</td>
</tr>
<tr>
<td>4.3 Educational material: Checklist</td>
<td>80</td>
</tr>
<tr>
<td>Chapter 5: Models of implementation</td>
<td>81</td>
</tr>
<tr>
<td>5.1 Jurisdiction</td>
<td>83</td>
</tr>
<tr>
<td>Section 4 Review</td>
<td>84</td>
</tr>
</tbody>
</table>
There are many terms used by sports organisations and others to refer to safeguarding athletes from forms of harassment and abuse. Some of these terms may be considered as general terms that may apply to wider issues, while others are specific to certain target groups or forms of harassment and abuse. These terms include, but are not limited to:

- Athlete protection
- Athlete welfare
- Athlete safeguarding
- Prevention of harassment and abuse
- Non-accidental violence
- Gender-based violence
- Sexual harassment and abuse [and exploitation]
- Safe sport

Some of these terms are used interchangeably, though all have different implications. Researchers and experts have voiced a preference for different terms. However, currently there is no one term that is used synonymously, though some terms are used more frequently in certain geographical areas, such as the term ‘safeguarding’, which is used mostly in the United Kingdom and Ireland.

Before you look to communicate your policy, you may wish to define which term you will use, and ensure that it is well understood amongst your stakeholders.

The IOC, for example, uses the phrase “safeguarding athletes from harassment and abuse in sport”.

Chapter 1
Terminology

Before looking at the communication of your policies, it may be useful to look at the terminology that you use regarding athlete safeguarding.
Communication to stakeholders, including ahead of the Olympic Winter Games PyeongChang 2018, which we will explore later, often includes the infographic below, which ensures that stakeholders understand what is meant by safeguarding in this context.

It is recommended that you consider which term you will use when naming and communicating your athlete-safeguarding policies, and that the term you choose is both explained and not used interchangeably with other terms. For a list of terms commonly used alongside their definitions, click here.

**To Do List**

- Consider the term which you will use to name and communicate your athlete safeguarding policies and programs
We have looked at the importance of the terminology that you use to communicate your policies. This chapter considers the tone of communication.

The topic of harassment and abuse is sometimes difficult to talk about. However, as previously mentioned, because of the serious implications of harassment and abuse, it is important that the topic is addressed, and not pushed to the side.

To ensure this does not happen, getting the right message across is very important. Athlete safeguarding policies and procedures are positive. They provide a framework which aims to assist athletes to practise sport in a positive environment, and they demonstrate your organisation’s commitment to athlete welfare.

Opposite are two examples of how messaging related to the prevention of harassment in sport initiatives has been organised by two organisations.

## 2.1 Olympic Winter Games PyeongChang 2018

A Games-time framework related to the prevention of harassment and abuse in sport is now in place at every edition of the Olympic Games. This framework provides a mechanism through which participants at the Olympic Games may report incidents of harassment and abuse during Games time. The framework further provides the pathway through which any reports are managed.

Crucial to the effective implementation of the Games-time framework is ensuring that participants at the Olympic Games are aware of its existence, and what it means to have such a framework in place. However, communication of this important tool must be well managed, for a number of reasons.

Firstly, as at all sporting events, many messages must be communicated to athletes and delegations ahead of the event. It is therefore important to ensure that information is precisely and appropriately relayed.

Secondly, it is important to ensure that any messaging related to a Games-time or in-competition framework has very positive undertones. Having reporting frameworks in place at Games time is not intended to make participants fearful that harassment and abuse may occur during the event, but rather to ensure that athletes know that their safety and welfare are of paramount importance.

The communication of the Games-time framework implemented at the Olympic Winter Games PyeongChang 2018 has therefore been designed to be simple, effective and positive.

It is supported by a comprehensive communications strategy, to ensure that all delegations are aware of the presence of the framework. This strategy can be found [here](#).
The Games-time messaging is therefore intended to:

— Inform athletes where harassment and abuse can be reported;
— Highlight the presence of the IOC Safeguarding Officer;
— Reinforce athletes’ right to safe sport; and
— Encourage athletes to report incidents of harassment and abuse.

The design selected:

— Was available in four languages;
— Linked to the design used for other programmes with messages for athletes available at Games time;
— Encourages participants to report suspected incidents of harassment and abuse.

“Over the last 15 years, we have learned that the key to communication of athlete safeguarding policies has been to present the policies and procedures in a positive light, as part of an overall ‘best practice’ strategy.

Our Athlete Welfare policy is named BSS — Snow Safe.

This newly adopted programme title has removed any negative connotations associated with ‘protection’, and includes a feature that everyone who works in our sport understands – safety.

To help communicate the importance of athlete safeguarding, a Snow Safe handbook has been developed: a handy guide for all those who work with athletes, especially at club level, which includes knowledge, advice and tools to support best practice in safeguarding and many other aspects of the sport. Athlete welfare is right at the heart of this. Athletes have felt empowered by being part of the policy development process and their involvement gives out a very positive message.

Finally, it is important to remember and to communicate that by adhering to best practices, those who work with athletes can positively guard themselves, as well as protect athletes.

So, our three key tips for communicating athlete-safeguarding policies are:

— Keep it positive;
— Consider the name for your safeguarding initiatives: is it clear, easy to understand and memorable?
— Include athletes when developing your safeguarding policy and surrounding communication! Athletes know best what resonates with athletes.”

Jenny Shute
British Ski & Snowboard Federation
As mentioned in Section 1, it is important that athlete-safeguarding policies are officially endorsed by staff at the highest level of your organisation. It is also crucial that your policy is effectively communicated to all stakeholder groups.

Athletes and other stakeholders need to know that there are policies in place, where more information and support can be found, and that reports will be investigated in an appropriate manner.

In this chapter we will look at key steps related to communication of your policy by breaking it down into three key areas:

— Internal communication
— Communication of a competition safeguarding policy
— Communication of an organisational policy

3.1 Internal communication

Who? People within your organisation who do not have a direct role in the execution of the policy.

It is important that there is an understanding and consensus regarding the importance of athlete safeguarding throughout your organisation, and that everyone is aware of the athlete-safeguarding policies and procedures in place, even if they do not directly impact all members of your organisation.

Internal communication regarding your policies and procedures in place may be conducted through an email, newsletter or other internal communication platform used by your organisation.

For example, an article was posted on the IOC’s internal communication platform, ahead of the Olympic Games Rio 2016, informing all members of the IOC administration of the policy that would be in place at the Olympic Games, as well as of the other initiatives being developed under the IOC Prevention of Harassment and Abuse in Sport programme.

To Do List

Communicate the development of your safeguarding policy to members of staff and volunteers within your organisation
3.2 Communication of a competition safeguarding policy

As we have seen in Section 3, competition safeguarding policies involve cooperation and collaboration between many players to ensure that they are implemented effectively.

It is therefore advised that a communication strategy be devised prior to the competition, in order to ensure that each stakeholder has been informed of your competition policy and what it means for them.

The image below provides examples of stakeholders who may need to be included in your competition policy’s communication plan.

In principle, there may be two different types of communication here:

- Operation-based communication
- Communication to raise awareness
Chapter 3 Contd Communication

Operation-based communication

Who?

Anyone directly involved in the operational components of your competition policy, who therefore has a role to play in its effective implementation. For example, the safeguarding officer, legal team, athlete support team, etc.

As with most procedures in place during sporting competitions, many people may be directly involved in ensuring that everything runs smoothly in the event of an incident being reported. Everyone involved in the execution of your competition policy should therefore understand the role that they play and the role played by others who are directly involved.

For example, the Games-time policy at the Olympic Games Rio 2016 involved cooperation and communication between many parties, including the IOC Safeguarding Officer, the IOC Chief Ethics and Compliance Officer, the Organising Committee medical professionals, the IOC National Olympic Committee Relations team, the IOC Legal Department, etc.

As all of the above parties also had many other tasks during the Games, it was important that their role in the Games-time policy was communicated well in advance of the Games.

Furthermore, during the Olympic Games Rio 2016, athletes were informed that incidents of harassment and abuse could be reported through a number of channels, including directly to:

- Members of the IOC Athletes’ Commission
- Staff at the IOC Medical Commission’s Office in the Olympic Village Polyclinic
- Personnel at the IOC Athletes’ Space at the Olympic Village

It was therefore important to ensure that those people knew about the Games-time Safeguarding Policy, and what to do if an athlete approached them with a concern.

To Do List

- Ensure that the policy, and the roles and responsibilities of all persons directly involved in the execution of the policy, is well communicated. This could be by email, meetings, conference calls, etc.

Suggestion

Try using case studies to work through the steps that should be taken should an incident of harassment and abuse be reported during your competition. This exercise may address gaps or misunderstandings before the competition itself.
Communication to raise awareness

All those whom your policy is intended to safeguard, during the competition.

Arguably the most important thing is to ensure that the athletes competing at your competition are aware that a safeguarding policy is in place, and who they should go to if they should have any issues related to harassment and abuse which fall within the scope of your competition policy.

The key information to athletes should therefore include:

— What constitutes harassment and abuse according to your competition policy;
— Why it is important to report any incidents;
— Who should report incidents of harassment and abuse;
— Who to report to; and
— Where to find further information.

Additionally, it is important that the heads of any delegation, entourage members present, and sports organisations, if applicable, are aware of the competition policy in place, so that they can communicate accordingly to their athletes, as well as ascertain how this fits in with their own policies and procedures if they have them.

In order to ensure effective communication of a competition policy, it is recommended that you consider communication before the event, which may take the form of, for example:

- Emails
- Information Packs
- Posters
- Displays
- Info Booths

As well as communication during the event, for example,

At the Olympic Games Rio 2016, an information sheet was produced, informing athletes to whom they should report any perceived incidents of harassment and abuse during Games time. You can find this information sheet here.
Section 4: Implementation

Chapter 3 Contd
Communication

3.3 Communication of an organisational policy

Earlier in this section we considered that there may be many different models through which your organisation policy could be implemented. The case studies presented, though different, all have in common the need for communication and collaboration between multiple players.

It is recommended that, when developing your organisational strategy as outlined in Section 3, you consider all of the organisations involved in the execution of your policy, and develop a communication strategy to ensure that everyone is aware of the role that they play.

Furthermore, whether you are an International Federation or a National Olympic Committee, it is important that National Federations, sport clubs, etc. under your organisation are aware of your safeguarding policy and how it applies to them.

The key will be the communication to athletes and athletes’ entourage members who are covered within your organisational policy. This may be directly, for example the delegation of an NOC, or indirectly, through the National Federations of International Federations.

Either way, an athlete and athletes’ entourage communication strategy will be key. As will ensuring that the communication is aligned, so as to ensure clear and accurate messaging.

An example of an organisational communication strategy can be found here.
Organisational Policy

Internal Staff

Key Stakeholders

Other Involved Organisations

Athletes and Athletes’ Entourage Members (directly or indirectly)

Example of an organisational communication strategy
As we have seen, important steps in the prevention of harassment and abuse include the development, implementation and communication of athlete-safeguarding policies and procedures.

However, in order to truly maximise the effectiveness of such policies, and by this it is meant to have a lasting and positive impact on athlete welfare, there are other barriers that should be considered and addressed. These include, but are not limited to:

— Fear of reporting;
— Lack of understanding of what constitutes harassment and abuse;
— Assumptions that the responsibilities related to athlete safeguarding apply to someone else;
— Aspects of sports culture, which research suggests may facilitate harassment and abuse; and
— Mistrust in the reporting procedure.

All of the above may be addressed through educational programmes and materials, for all those involved in sport.

Opposite we look at some of the IOC educational materials related to the prevention of harassment and abuse in sport, as well as key considerations should you be looking to develop your own educational materials or programmes to support your athlete-safeguarding policies.

4.1 IOC prevention of harassment and abuse in sport educational tools

The IOC has developed a number of educational tools related to athlete safeguarding, which are free and accessible for all athletes and entourage members.

These include the following:

- **Athlete Learning Gateway:**
  - **Athlete Safeguarding Course**
    - This free, bite-sized course for athletes and athletes’ entourage members, delivered by Dr Margo Mountjoy and Mr Sheldon Kennedy, provides an overview of the core components of athlete safeguarding.

- **Female Athlete Health Tool:**
  - **Interactive tool**
    - As well as a module on harassment and abuse, this tool considers other topics important for female athletes’ health, including injury prevention and nutrition.

- **Sexual Harassment and Abuse in Sport:**
  - **Interactive tool**
    - This interactive tool provides examples of what may constitute harassment and abuse, using case studies.

- **Harassment and abuse in Sport:**
  - **Factsheet**

Please feel free to share the links with your athletes and entourage members.

If you would like to use them in any other way, please contact safeguardingofficer@olympic.org and we shall assist you.

All of the above initiatives are available online.
4.2 Developing athlete-safeguarding educational materials: key considerations

When developing educational materials, there are a number of key things which you may like to consider, including:

— The target audience;
— Mode of delivery;
— Content objective and focus;
— Depth of the content – is it a short course to provide a basic overview, or a longer educational programme with detailed information;
— Frequency of the programme – is it something that can be taken once, or multiple times, for example;
— Is it optional or mandatory for the target audience to complete the programme?
— Affiliations and advocacy.

4.2.1 Target audience

As we have seen, athlete safeguarding includes the collaboration of many stakeholders. It is therefore important to ascertain within those groups who requires training in athlete safeguarding, and to what level.

There are a number of groups which could be considered as the target audience of educational materials, including:

— Athletes;
— Athletes entourage members;
— Volunteers;
— Sports organisation administration; and
— Other named people/organisations included in your policy.

It is important to remember that, whilst some aspects of education may be the same across all stakeholder groups, there may be specific messages and take-home learning points for specific groups.

It is strongly recommended when developing educational materials related to athlete safeguarding that you clearly identify the target group, recognising that this may impact the type of information to be included in the materials as well as the mode of delivery.

This may also have an impact on the languages in which your materials should ideally be available. Also include other considerations for communications, such as the use of subtitles or braille, for athletes with impairments.

Education for entourage members is vital – as well as understanding their role in athlete safeguarding, it is important to outline what constitutes harassment and abuse, prevention methods, and what to do if they suspect harassment and abuse is occurring.

Furthermore, there may be varying legislation across different countries related to athlete safeguarding which should be considered. For more information, click here.

It is also important to ensure that administrative staff in your organisation also receive training and education related to athlete safeguarding. It is likely to be these stakeholders who are required to implement the mechanisms included in your athlete-safeguarding policies and procedures. This is especially important when it comes to pre-employment screening, as we will see in Section 5.
4.2.2 Mode of delivery

The mode of delivery of the education programme may depend on a number of factors, including:

— Who your target audience is;
— the role that they play in athlete safeguarding;
— how much time is needed to complete the education;
— geographical considerations, etc.

Currently many different modes of delivery related to athlete-safeguarding education in sport are being used by different organisations. These include:

— Webinars
— In-person workshops and courses
— Online educational courses.

It is recommended that you implement the mode of delivery that is preferable for your target audience; and design athlete-safeguarding education to be interactive, targeted to the audience and results-orientated in order to facilitate an understanding of the information included.

4.2.3 Objective and focus

Why is this important? As previously mentioned, the key learning points may differ depending on the target audience.

It is recommended that, when defining the objective and focuses of your educational resource, you:

— Align with available research in the field;
— Consult with experts;
— Consider the depth and level of education you wish to deliver, i.e. is it a poster with the key messages, or a three-hour online course;
— Ask a small group of representatives from your target audience what they would consider they need to know the most regarding athlete safeguarding; and
— Ask a third party to evaluate your educational tool/material, before you finalise it, to ensure that the resource does what it is meant to do.

Tip

Ideally, athlete-safeguarding education should be:

- Interactive
- Targeted
- Results-orientated
4.2.4 Depth of the content and frequency of delivery

Whilst not everyone may need to be experts in athlete safeguarding, there may be differences in the level of understanding that the target audience requires related to athlete safeguarding.

For example, athletes may need to have a general overview related to their rights, role and responsibility in ensuring a safe sporting environment, what constitutes harassment and abuse and how to report any incidents.

Athletes’ entourage members, however, may need to have a much deeper understanding of athlete safeguarding, especially if, for example, their role in sport involves direct contact with athletes who are considered to be vulnerable, for example children, women and girls, elite athletes, athletes with impairments and LGBT athletes.

It is therefore important to consider the amount of information that is required to be disseminated through the educational programme. Furthermore, you may wish to consider if a one-off educational programme is sufficient, or if you require certain audience groups to demonstrate continued learning and understanding related to athlete safeguarding, through the completion of an educational programme that takes place over a longer period of time.
Example Application:  
Child Protection in Sport Unit – United Kingdom

The Child Protection in Sport Unit (CPSU) is a partnership between the National Society for the Prevention of Cruelty to Children (NSPCC); Sport England, Sport Northern Ireland and Sport Wales. The Unit was founded to work with UK Sports Councils, National Governing Bodies (or National Federations), County Sports Partnerships and other organisations to help them minimise the risk of child abuse during sporting activities.

The mission of the CPSU is to build the capacity of sport to safeguard children and young people in and through sport and enable sports organisations to lead the way in keeping children safe from harm.

Part of the extensive programme of the CPSU includes providing advice to sports organisations and their stakeholders, related to child safeguarding training and education in the United Kingdom. The CPSU framework for safeguarding education and training is developed through a multi-agency ‘skills and knowledge’ task group which aligns with national coaching (and other occupational) frameworks and statutory guidance.

The CPSU offers advice, in line with national guidance, regarding the right level of training for different roles. The different training levels include:

- Introductory training, which outlines the fundamental principles of safeguarding children and young people;
- Basic training, which outlines the core principles of safeguarding good practice, responding to concerns and legislation;
- Specialist safeguarding training (for those with specific roles in sports settings); and
- Continual professional development, which assists those working with children and young people to build upon their experience through accessing additional training.

The CPSU recommends that all persons with regular responsibility for children should undergo a face-to-face training course of at least three hours. The CPSU further notes that “training that has been designed for roles within a sports context will be most appropriate to... …sports roles. Some national governing bodies have sport-specific courses that will address the particular nature of the sport.”

You may like to consult the CPSU website, for an example of what is included in the different levels of training, how training may be delivered and at whom the training is targeted, as an example of a comprehensive child-safeguarding educational programme.
4.2.5 Optional or mandatory?

You may wish to consider whether the educational programmes that you use or develop related to athlete safeguarding are mandatory or optional within your organisation. Again this may be especially important when considering for whom the education is intended.

Mandatory education would require a monitoring mechanism, to ensure that all those who are required to complete this education have done so. However, it is also important to consider that, if such resources are only voluntary, the people who may require the training the most may not volunteer to take it.

4.2.6 Affiliations and advocacy

Finally, you may wish to consider developing educational materials in affiliation with other organisations, such as a charity or governmental agency, especially if your safeguarding policies include links to these organisations. This may include, for example non-governmental organisations outside sport, human rights associations, child services, etc.

**Example Application: Respect Group – Canada**

Respect Group provides online certification training for Canadian coaches and parents. Their Respect in Sport programmes focus on the prevention of abuse, bullying, harassment and discrimination and creating safe sport environments. The coach programme is accredited by the Coaching Association of Canada, offering Professional Development credits upon completion. Over 900,000 Canadians have been “Respect Certified”.

**Example Application: Czech Olympic Committee**

In 2010, the Czech Olympic Committee signed an agreement with sports universities in the Czech Republic, which means that specific information related to Women in Sport, and the prevention of harassment and abuse in sport, using the IOC materials, are taught in the sports programmes of the university – ensuring that future sports leaders have an understanding of these important topics.
**Chapter 4 Contd**

**Education**

### 4.3 Educational material

#### Checklist

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<td>Is the target audience specified?</td>
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<td>Has the objective of the educational resource been determined?</td>
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<td>Have representatives from the target audience group been consulted</td>
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<td>to ensure that the objective of your educational materials aligns with</td>
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<td>the needs identified by the target audience?</td>
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<td>Has the mode of delivery been identified?</td>
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<td>Is the mode of delivery appropriate for the target audience?</td>
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<td>Have languages and communication methods for those with impairments been</td>
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<td>Will your education programme be mandatory for any of your stakeholders?</td>
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<td>Will your educational material be developed in collaboration with any</td>
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<td>other organisation or authority?</td>
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<th>Content:</th>
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<td>Are all areas of harassment and abuse, as outlined in your policy,</td>
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<td>included?</td>
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<td>Does the content align with available research related to harassment</td>
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<td>and abuse?</td>
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<tr>
<td>Has educational material been evaluated by a third party to ensure it</td>
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<td>meets the set objective?</td>
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<td>Have athletes been involved in developing the content?</td>
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<td>Is it indicated where the audience may find further information?</td>
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Chapter 5
Models of implementation

The effective implementation of an athlete-safeguarding policy requires collaboration and communication between multiple stakeholders. On a national level, this may include linking the policies and reporting procedures of multiple sports organisations.

As the organisational structures of sports organisations differ between nations, there is no one model that can be applied to all. In this chapter we look to provide examples of how different nations currently structure their athlete-safeguarding programmes, in order to provide some examples that might be useful to your organisation.

This chapter may be especially interesting for National Olympic Committees that are considering how to organise athlete-safeguarding policies between different National Federations and other organisations and authorities.

Safeguarding in the Netherlands
The Netherlands Olympic Committee* Netherlands Sports Federation (NOC*NSF) is the umbrella body for organised sport in the Netherlands. This includes all sport from elite sport (both Olympic and Paralympic disciplines) to grass roots sport. There are 75 sporting federations affiliated with the NOC*NSF, and around 25,000 sports clubs affiliated with those 75 federations. Figures indicate that these sports clubs represent more than 5 million memberships.
Chapter 5 Contd
Models of implementation

The NOC*NSF initiated development of an abuse-prevention policy for all organised sports. The NOC*NSF Policy to prevent and combat sexual intimidation in sport was adopted at the general assembly in 1996. A range of resources was developed to assist the federations in establishing both prevention measures (to reduce the likelihood of abuse occurring) and repressive (or responsive) measures (so they are able to respond appropriately when it does).

Second, to ensure the policy’s effective use, strategic action was taken by communicating directly with local sport clubs and the tools originally devised for sports federations were rewritten to make them more accessible for local sports clubs.

Incidents of harassment and abuse occurring at club or sports-federation level in the Netherlands may be reported directly to the NOC*NSF through a dedicated helpline (now called ‘confidence point sport’). The NOC*NSF then manages and responds to these reports via special trained confidential counsellors who provide advice and support for victims.

“How?  

Playing sport is more than just tactics and learning the (technical) skills of that sport. Sport, it is suggested, has the potential to be educational, and under specific conditions to contribute to the moral formation of people, and it can (also) be of major social significance in this context.”  
(Nicolette Schipper-van Veldhoven, Netherlands Olympic Committee*Netherland Sports Confederation and Windesheim University of Applied Sciences)

Read more about athlete safeguarding in the Netherlands here.

Safeguarding in the United States

The US Olympic Committee (USOC) is the umbrella body for 47 US Olympic and Paralympic sports National Governing Bodies (NGBs). These NGBs deliver both elite sport and grassroots programmes to roughly 13 million members, 7.5 million of whom are under the age of 18. The USOC initiated formal safe sport efforts in 2010. The USOC now requires all NGBs to comply with the policies and procedures set forth by the US Centre for SafeSport (SafeSport), which opened in March 2017. An organisation independent of the USOC and NGBs, the centre delivers two services. First, SafeSport is a resource for any sports entity, from grassroots to professional. The centre provides consultation on prevention techniques and policies, while developing best practices and educational programmes focused on promoting athlete wellbeing and working to end emotional, physical and sexual abuse in sport.

Second, the USOC requires all NGBs to report any incident of sexual misconduct (including child sexual abuse and romantic coach-athlete relationships) to SafeSport. As a neutral fact-finder, SafeSport resolves matters through a confidential investigation and optional hearing. At its discretion, the centre may address incidents involving any form of abuse. Disciplinary action by SafeSport must be enforced by the USOC and all NGBs, i.e. if SafeSport sanctions an individual for sexual misconduct in a certain sport, all 47 NGBs must enforce the sanction.

Read more about athlete safeguarding in the United States here.
5.1 Jurisdiction

As seen previously, there are several ways in which organisation-wide policies may be implemented.

In certain cases, questions may arise regarding jurisdiction, when several parent organisations (e.g. the NOC and IF to which a National Federation is affiliated) have developed policies for their members, or criteria that their members should follow in their own policies, and when such policies/requirements are in conflict with each other.

As sport governance differs between countries and organisations, different arrangements are possible.

It is recommended that in the case of a conflict related to jurisdiction, such as in the example mentioned previously, which may result in contradictions between two policies applicable in principle, the parties involved should resolve the situation through a collaborative dialogue that mutually respects each other’s competences, even if among those parties there are organisations external to the Olympic Movement.

Sports organisations should work together to ensure that athlete-safeguarding policies and procedures are in place. In the example above, a National Federation could have a policy in place following the requirements of its International Federation, while the NOC may still contribute to the monitoring of the implementation of the policy. The NOC would thus be fulfilling its mandate of ensuring the compliance of its members with the rules, regulations and decisions in force within the Olympic Movement (see Section 5 for further information on monitoring and evaluation).
Section 4
Review

In this Section we have considered the importance of:

- The appropriate selection and consistent use of terminology related to athlete safeguarding
- The importance of developing a comprehensive communication strategy to inform all relevant stakeholders of the existence of your organisation’s athlete-safeguarding policies and procedures, and how this applies to them
- The importance of ensuring that educational materials related to athlete safeguarding is available to stakeholders, and important elements to consider if looking to develop your own education programme
- Models of implementation of athlete-safeguarding policies
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