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SMART CODE OF CONDUCT OF THE SAFE PROJECT

Applied to the sport sector



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Version n.2





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SMART CODE OF CONDUCT

Chapter 1 - Policy

1.1 Ethical principles of the SAFE model

Below there is a description of the ethical principles on which the SAFE Policy Model code of conduct is based, developed and addressed to the three specific targets: staff, parents and minors (i.e. athletes), with the aim of facilitating those behaviours aimed at preventing and combating child abuse in sport.

From these principles it will be possible to promote the behavioural model within the five-a-side football clubs.

According to the Report "Terre des Hommes" (2018), in 2017 at least 5.788 children have been abused in Italy - 8% more than in 2016, and at least 43% more than 10 years ago, in 2008. But this phenomenon has a much wider extension: Pietro Ferrara - national contact person of the Italian Society of Paediatrics - estimated at least 80,000 cases per year, but many of them have not been reported, cause of the following elements:

- a) Children's inability to defend themselves against adult abuse: some children are unable to recognise abuse because of their youth or disability; they may feel guilty; they do not know who can help them; most cases are linked to abuse of power and trust: between 70% and 85% of children know and trust of their own abuser;
- b) the frequency of abuses within contexts considered as protected (family, school and sports environment);
- c) lack of safeguard policies that entrust children's safety to chance.

In the light of these premises, the sports sector is therefore very sensitive since the tendency of sports culture to adopt standardised behaviours can make it difficult to identify possible forms of abuse (which can take the form of sexual, physical and emotional violence) against minors.

In relation to this, there are four dimensions of protection which the policy and procedures for protecting children in sport must take into account:

1. protection through the recognition or recognition of an athlete who has suffered misbehaviour, both inside and outside the sport;
2. protection through leadership, which means observing and encouraging good practice when training or working with athletes to avoid abuse;
3. protection against false accusations, i.e. taking precautions to avoid false accusations by athletes, their peers or their families;
4. the protection of sport in the sense of safeguarding the good name and integrity of sport.





Chapter 2 – People

2.1 Identification of key personnel

Key personnel are those to whom the Safe Policy Model applies:

- **staff members** - the Assembly of Associates; President; Board of Directors; Board of Auditors (if elected); Sports Manager; Secretary; Youth Sector Manager; Youth Safety Manager; Coaches;
- **parents and athletes (minors).**

2.2 Responsible for the safety of the Children

A Responsible for the Safety of the Children is designated within the Sports Association, who may coincide with the Head of the Youth Sector as long as he or she is primarily responsible for reliability. The Manager is formally appointed by a written act with a majority of the votes of the staff members and must be properly trained on the protection of minors and the prevention of related risks. The Manager is responsible for supervising and verifying that all the safeguards and all the provisions of the code of conduct described in this section are implemented.

If the structure allows it, he or she may use other resources to support him or her in order to best carry out his or her duties.

2.3 Code of conduct of staff Members

As a member of the staff of this sports club i am committed to:

- **Teaching through my example the sport values**
The coach or manager of the youth sector has the primary role of educator towards his students, in particular his main effort must be to help them growing following the principles of loyalty and fair play in sport by rejecting all forms of cheating, doping or illegal betting.

In case of: a coach proposes doping substances to his players.

What to do: report the incident to the safety officer as soon as possible in order to take action against the author.

What not to do: support this type of fraud, do not report it, act on your own initiative or do not inform the security Manager and the Company Doctor.

- **Building an appropriate educational and relational environment**
The coach or manager of the youth sector, using active listening and effective communication, promotes respect among people and encourages collaboration, mutual help, team spirit, personal discipline, sharing, respect for rules, tolerance and inclusion among all the people who rotate within the 5-a-side football school.

In the case of: one or more minors during sports activities make it clear that they perceive a tense and unpleasant climate in which they have no opportunity to express themselves.





What to do: propose to the person in charge of their activity to attend courses on communication and pedagogy.

What not to do: impose through their role the maintenance of the current state of the situation and without listening to the emotional difficulties of minors.

- **Building an atmosphere of welcome and friendship within the club**

The youth coach or youth officer uses his or her interpersonal and educational skills to convey within the club the values of friendship and welcome to all and to combat any kind of abuse or discrimination.

In case of: a new child recently placed on a team feels isolated or mocked.

What to do: point out the wrong behaviour and through active listening try to understand the discomfort of the child in difficulty and help him/her in the complex phase of integration in a group.

What not to do: leave it in the background considering it a normal child's attitude.

- **Avoid interference that confuses the child and puts him/her in a conflicting position with respect to the understanding of the reference figures.**

The coach or youth sector manager plays his or her role clearly by explaining the responsibilities of his or her position within the club's organization chart with each child or parent.

In case of: An administrative manager gives technical instructions to a player during the absence of his coach.

What to do: Propose a comparison in which the role and skills of each player can be explained.

What not to do: Ignore overlapping skills that can put minors in trouble.

- **Do not express behaviour that can be considered a form of physical or psychological abuse.**

The coach or youth sector manager undertakes to maintain a balanced behaviour suitable for a context in which there are minors using a language and attitude respectful of others.

In case of: a coach slaps his own player.

What to do: report the incident immediately to the safety officer and have the child's parents contact for a confrontation.

What not to do: protect this attitude or ignore it.

- **Do not pander to or incite aggressive behaviour or bullying towards or between children and report any allegations of physical or psychological abuse to the child safety officer.**

The coach or youth sector manager shall oppose any kind of verbal or physical assault among minors by using his or her authority in case of abuse and reporting the facts of the incident to the appropriate person.

In case of: a child is repeatedly mocked by some of his companions for a physical defect.

What to do: emphasize offensive behavior by expressing your disappointment. In case of extreme seriousness, contact the person in charge of security and follow the appropriate procedures to contact the parents of the bullies and the bullied person in order to clarify the situation and remedy it, including temporary or permanent removal from the group.





What not to do: minimize what happened, indulge this behavior.

- **Respect the rights and religious confessions of each child entrusted to him/her, participating and respecting differences without discriminating against gender, race, sexual orientation and disability.**

The coach or manager of the youth sector adopts the same conduct towards each person, therefore nationality, age, gender, sexual preferences, social belonging, political and religious orientation must not be prejudicial elements.

In the case of: a staff member expresses racist behaviour and phrases towards a minor belonging to an ethnic minority.

What to do: report the incident to the security manager as soon as possible.

What not to do: go with it or downsize it.

- **Use positive pedagogical methods to help children develop their skills without ever humiliating them physically and psychologically.**

To build sports proposals that are really adapted to the physical and motor skills, but also psychological and mental possibilities of young athletes. The coach or manager of the youth sector creates an environment and an atmosphere suitable to stimulate the learning processes, helping the students to set themselves short and medium term goals and to correctly evaluate their potential. It integrates itself as much as possible into the psychological world of its learners, offering them support and valuable assistance.

In case of: a coach of a very young group proposes exercises that are too complex for the psychophysical development of the players.

What to do: propose a technical meeting in which to highlight what happened and propose to replace the overly complex exercises that can cause frustration and loss of motivation.

What not to do: insist and frustrate the players.

- **Putting the safety of children as first priority during training sessions or when they are entrusted to them, paying particular attention to equipment, facilities, equipment.**

The coach or manager of the youth sector promotes the psychophysical well-being guaranteed only by a sporting activity carried out in healthy structures and by submitting or otherwise ensuring that the students have undergone the examination of medical and sporting fitness, with the use of training methods, suitable for the subject, which must not create imbalances to the growing apparatus, but benefits.

In case of: one of the doors is dangerous, unstable or excessively worn.

What to do: suspend training and prohibit access to the area around the unsafe area.

What not to do: continue to use the field by repairing the door in an inaccurate and unprofessional manner.

- **Interrupt the game in case of injury to allow rescue.**

The coach or youth sector manager has the obligation to protect the health and physical condition of every minor in the event of a clash during training or matches.

In case of: A player falls to the ground banging his head during a game.

What to do: Stop the game.





What not to do: Wait for someone else to stop the game or wait for the action to end.

- **Encourage the building of positive relationships with the parents of the children entrusted to them.**
The coach or youth sector manager is the person to whom the parents entrust their child and has a friendly relationship with them; in case of need he can share information with them.

In case of: a parent requests an interview with their child's coach.

What to do: The security manager or manager requests information about the topic of the interview and contacts the coach to arrange a private meeting.

What not to do: deny the possibility of communicating with the coaches by personally assessing the situation without a confrontation on specific situations.

- **Use the internet and social media responsibly.**

The coach or manager of the youth sector in the use of the internet and social media avoids any kind of externalization regarding the minors he trains, the opposing teams, the parents of minors, the competitions in which he participates, except to promote tournaments or events in general, always after obtaining parental consent. In any case, the use of social media or communications via computer/computer systems must be limited to professional factors, must be transparent and verifiable by other adults, and must take place during daylight hours except in cases of force majeure.

In case of: a coach contacts his players through social media at inappropriate times.

What to do: build together with the staff members a common regulation on communication with members and parents.

What not to do: allow communications or comments that are not respectful of education and culturally accepted social behaviour in the reference context.

- **Solicit and encourage the greeting ceremony between the participating teams at the beginning and end of each match.**

At the end of each meeting the managers and technicians must urge the participants to greet each other, shaking hands, both at the beginning and at the end of each confrontation, using the same ceremony. On both occasions the participants must line up in midfield together with the referee or the referee manager, greeting the public and the opposing team.¹

In case of: a player refuses to greet his opponents and the referee at the end of an official match.

What to do: point out what happened and in case of serious opposition punish severely.

What not to do: justify what happened because the player was wronged during a game action.

- **Report to the appropriate person in accordance with the procedures set out in this Code if a child reveals abuse or brings evidence that he or she or she or other children are experiencing abuse or exploitation.**

Staff members must report any form of abuse and/or harassment and/or bullying of which they become aware in some way because these episodes can seriously compromise the serenity of athletes and athletes and have serious consequences both on the person and on sports performance, also causing the abandonment of sport in its entirety.

¹ FIGC C.U: N°1 del 2.7.2019 Section 1 Point G





In case of: a staff member notices aggressive attitudes towards a minor belonging to a religious minority.

What to do: Report the case urgently to the safety officer.

What not to do: ignore what happened, intervene spontaneously without informing the incident.

- **Encourage the presence of female colleagues, both as trainers and in decision-making.** In order to achieve gender balance and strengthen the presence of women in decision-making roles in sport, it would be essential to broaden the range of targeted measures, for example by organising public debates, providing training and mentoring programmes and launching proactive policies to encourage young women to stay in sport. The eradication of gender stereotypes is crucial for the removal of barriers that limit women's access to top positions in sport.

In case of: a staff member addresses a colleague using discriminatory terms alluding to a different sports performance due to gender difference.

What to do: condemn "also publicly" a similar attitude and try to promote the principle of equality of women in football as widely as possible.

What not to do: publicly support and share your colleague's discriminatory behaviour.

2.4 Code of conduct for parents

As a parent of a child registered for this Sports Club i am committed to:

- **Teaching through my example the values of sport**

Parents help their children to understand the right motivations to practice sport. They provide, through their example of correct conduct, both during training and during competitions, fundamental principles such as civil coexistence, respect for themselves, others and the rules, the value of commitment, sharing the spirit of the game, cooperation and acceptance of defeat.

In case of: a parent reacts inadequately not accepting the defeat of the child's team.

What to do: emphasize the message that is conveyed to children about that behavior and provide help to change it and achieve a positive impact on the child

What not to do: justify the behaviour by ignoring what happened.

- **Know and promote the club bylaws and code and the values associated with it and share them with my child**

Parents assume, during competitions and training, attitudes and behaviours in line with the rules and principles of this Ethics Code so that they can represent a positive and consistent model to follow for their children.

In case of: a parent does not adopt a behaviour in line with the principles of the code of ethics.

What to do: Facilitate knowledge of the code through clear and simple materials and through a discussion with properly trained staff members.

What not to do: Disregard and not be up to date on rules and procedures.





- **Know the training and qualifications of the staff members dealing with my child, especially those of the security manager and ask to be given the opportunity to contact them.**

Parents are aware of and interested in everything related to the professional figures who come into contact with their children, including the persons responsible for security issues, asking that all possible ways of contacting them will be available if necessary.

In case of: *a parent needs to get in touch with the safety officer to discuss an urgent issue regarding the safety of his child and does not know how to do it and where to turn.*

What to do: *look for the information and contacts needed to manage the situation in the best possible way and in the shortest possible time, asking the relevant staff for help*

What not to do: *contact unqualified and inadequately trained people.*

- **Encouraging my son to play by the rules.**

Parents support their children in respecting the commitments and priorities of the Sports Club. They educate them to respect the rules of the game and the match director. They work with coaches to make their children understand the work of others, respecting their roles and skills.

In case of: *your child is criticized for not respecting the rules or for using inappropriate behaviour towards the competition judge.*

What to do: *investigate what happened trying to understand what really happened and taking into account the different points of view; collaborate with the other adult figures of reference.*

What not to do: *apologize or support your child if he made a mistake.*

- **Being informed about my son's issues.**

Parents adopt a participatory attitude, taking a personal interest and/or asking to be constantly updated about any problems, whether physical, emotional or relational, of their child. Parents strengthen this communicative exchange with the professionals of the sports club, through a constant presence and the development of a common goal, so that their children have a formative experience in harmonious continuity and a sharing of values by the coach and the family.

In case of: *a parent is disinterested and not very participative with respect to his or her child's sports practice and possible problems.*

What to do: *try to be more present and collaborate more with the coach and the various figures of the sports club.*

What not to do: *totally delegate sports training and the management of your child's growth and problems to the members of the relevant staff.*

- **Do not interfere in technical-sporting decisions, in particular with regard to: convocations, roles, team groupings, methods used and anything else that belongs exclusively to the technical relationship between instructor and student.**

Parents accept the decisions of the technical staff avoiding any form of interference in the choices made. They do not interfere in any way with the work of the coaches, who must be able to work with due serenity and freedom. They respect the officials and judges in the certainty that every decision is made in good faith and objectively.





In case of: a parent does not accept that their child is left on the bench during a game.

What to do: respect the roles and the various decisions, not meddling in the coach-player relationship. If deemed necessary, make your disappointment known at the end of the match and in a civil and constructive way.

What not to do: give rise to controversy during matches or training.

- **Be sure that my child complies to the requirements of the sporting and medical regulations and carries out his training with safe equipment.**

Parents are informed about the required medical sports regulations and make sure that their children carry out regular checks within the prescribed time limits. They ensure that each training session, match or other sporting event, is adequate and complete.

In case of: a parent does not present the required medical certificate by the deadline or does not check that the child arrives at training with the full sports supply.

What to do: make sure that your child arrives at the sports centre equipped with all the technical equipment and has complied with the mandatory formal health requirements.

What not to do: ignore the inadequacy of the behaviour in the primary interest of protecting the child and the image of the sports club.

- **Respect the rights and religious confessions of each child attending the sports club, participating and respecting differences without discriminating against gender, race, sexual orientation and disability.**

Parents shall refrain from making public judgments that are detrimental to the reputation of the image and personal dignity of other persons or bodies operating in the sporting system. They shall reject all forms of violence, both physical and verbal, and any discriminatory behaviour in relation to race, ethnic origin, gender, age, religion, disability and others, both towards minors and other people present during sporting events.

In case of: a parent who during a match or training phase makes discriminatory comments regarding skin colour or other personal aspects.

What to do: immediately report the incident to the safety officer.

What not to do: manage the situation independently or respond in the same way.

- **Use the internet and social media responsibly**

Parents favour a correct use of social networks, not publishing content that could be interpreted, directly or indirectly, as defamatory or offensive, and that contains discriminatory comments, insults or obscenities, towards minors, coaches or anyone else. They use social media, including Whatsapp groups, exclusively as a communication tool with respect to invitations, information, sports-related events.

In case of: a player writes offensive phrases about a teammate on social media.

What to do: report the incident to the security manager.

What not to do: respond to online comments.

- **Be a positive example in the stands during matches by accepting the decisions of the match judges and respecting the players and parents of the opposing team.** Parents behave in a manner inspired by civil coexistence, respect for the opponent and sharing the spirit of the game. They avoid making negative and disrespectful judgements about their children, their teammates and making





comparisons between them. They do not behave and comment inappropriately towards the professional figures in the field and the other parents present.

In case of: *a parent becomes offensive to another parent or a third person*

What to do: *report the incident to the competent figures and discuss it at the end of the game, in a respectful and civilized manner, with those directly concerned.*

What not to do: *do not engage in inappropriate verbal or physical response behaviour.*

- **Encourage the building of a positive relationship with the staff members who care for my son.** Parents build a constructive and positive relationship with the instructor and the reference staff, so that consistent signals are given to their children by the reference adults. They never criticize the coach or the club's managers in the presence of their children and other parents. They never take the place of the coaches by giving suggestions contrary to the instructions given, reducing their authority and inevitably risking limiting their child's performance in the team.

In case of: *a parent who discredits the technical choices of a coach during a match or training phase trying to impose his vision.*

What to do: *understand and ensure that the roles and tasks involved are re-established*

What to do not: *support this behaviour putting your child in difficulty.*

- **Ensure the safety of children when travelling.** In the case of national or international travel, individual or group travel, travel with third parties must be avoided and parents must be informed and their prior consent guaranteed.

In case of: *a parent complains during a trip that he or she has not been properly informed about it.*

What to do: *ask the sports club for all the information necessary to reassure them about this.*

What not to do: *put in place inappropriate request methods, attacking the relevant staff.*

- **Report to the appropriate person in accordance with the procedures set out in this Code if he/she becomes aware that harm has been done to a minor or that there is a risk of such harm happening.** Parents must report to those responsible any form of abuse and/or harassment and/or bullying of which they become aware in some way because these episodes can seriously compromise the serenity of athletes and they could have serious consequences both on the person and on sports performance, also causing the abandonment of sport in its entirety.

In case of: *a parent knows of incidents of abuse or bullying of his or her child or a partner and does not report it.*

What to do: *notify the person responsible for safety immediately.*

What not to do: *blame the parent in question.*

- **Teaching your children that gender difference is not a barrier but an asset.** Parents, in the education of their children, should help them to understand the added value that can arise if the football team is mixed and therefore composed of boys and girls.





In case of: a parent notices his or her child's offensive attitude towards a teammate.

What to do: talk to your child about the value of gender difference both in terms of team spirit and in life.

What not to do: support such behaviour even in a playful way.

2.5 Minors Code of Conduct

As a Member of this Sports Club I am committed to:

- **Listen and follow the safety instructions given to me by my coach.**

The athlete complies with the rules and standards of conduct that are set by the sports club. Respect the role of the coach and always act in accordance with the deliveries entrusted by him, in the light of the principle of collaboration.

In case of: a player/boyfriend is criticized by his coach for not respecting the instructions given to him or the rules of conduct.

What to do: respect the rules and your coach, accept his reprimands and use what you are told as advice to reflect on your behaviour.

What not to do: react acting in opposition

- **Observe the rules on the correct use of sports equipment and training time.**

The athlete makes proper use of and takes care of the sports equipment and equipment provided, both during the course of sporting events and during training. The use of balls and equipment in the absence of the trainer or instructor is not permitted. At the end of each training session he respects and leaves clean the equipment, locker rooms and all materials used for training and matches. Respect the set timetables and inform the coach if you are not present at training sessions well in advance. He also makes sure to increase the coach's confidence through a constant commitment to training and a positive attitude.

In case of: a boy or player often arrives late or not properly dressed.

What to do: Know and keep up to date with the team's schedule, take care of the club's technical equipment and wear it in a dignified manner.

What not to do: In case of deterioration or destruction of a part of the training kit, do not ask for a replacement.

- **Respect gender, ethnicity, religious and sexual orientation differences within the club and not discriminate against others.**

The athlete shall refrain from making public judgments that are detrimental to the reputation of the image and personal dignity of other persons or organizations operating in the sporting system. He rejects all forms of violence, both physical and verbal, and any discriminatory behaviour in relation to race, ethnic origin, gender, age, religion, disability and others.

In case of: a player/boyfriend who is humiliated and put in trouble based on his diversity.

What to do: report the incident to the Security Manager.

What not to do: show indifference or complicity in the incident.





- **Report situations of physical or psychological abuse to a staff member, even if you notice that someone close to you is being or has been abused or discriminated against.**

The athlete undertakes to report and share any situation of abuse and discrimination of which he or she becomes aware directly or indirectly, whether internal or external to the sports club in question, with the relevant reference figures and/or professionals.

In case of: a player reports to a teammate that he has been verbally, emotionally or physically abused or discriminated against.

What to do: support your teammate and help him/her report the incident or report the incident to the security manager for him/her.

What not to do: Ignore, do not take seriously or normalize the incident.

- **Respect the fact that each child has a different skill level.**

The athlete contributes and allows the development of a positive emotional climate within the group. He accepts his teammates with their characteristics, their way of seeing and feeling. He values his teammates by respecting and accepting their thoughts, attitudes and behaviour. Respects the identity, dignity and skill level even if different from each partner's own.

In case of: a player who does not respect a partner because the latter has inferior sports skills or is unable to perform a full activity.

What to do: to compare and encourage integration and respect for existing differences.

What not to do: ignore or encourage these attitudes during training or matches.

- **Respect your opponents and their staff.**

The athlete uses an appropriate and respectful language of the other, shows tolerance and solidarity towards his group and his coaches. He refrains from any conduct likely to harm the physical and/or moral integrity of his opponents, to respect them, their technical and managerial staff.

In case of: a player engages in inappropriate and provocative behaviour towards the opposing team during a match.

What to do: point out to the boy the inadequacy and unsporting nature of his behaviour and take action if necessary.

What not to do: leave the matter out without providing an alternative way of behaviour.

- **Respect the referee and his decisions.**

The athlete respects the officials and judges in the certainty that their decisions are made in good faith and objectively. Accepts serenely their responses, even when unfavorable and not shareable, referring to venues and more appropriate times the exposure of his point of view.

In case of: not sharing a decision by a competition officer.

What to do: accept the referee's disposition, even if not shared, looking for a comparison with the latter, in a constructive way, after the match is over.

What not to do: go to the referee in question using aggressive and provocative methods that can damage the team.





- **Use the internet and social media responsibly.**

The athlete is not allowed to use his mobile phone during training and matches. The use of the mobile phone and other devices must only be permitted in case of extreme necessity. He also favours the correct use of social networks, including Whatsapp, by not publishing content that could be interpreted, directly or indirectly, as disparate, defamatory or offensive, and that contains discriminatory comments, insults or obscenities, against his teammates, coaches or anyone else.

In case of: *a staff member writes offensively on social media about club activities involving minors.*

What to do: *report the incident to the safety officer.*

What not to do: *respond to online comments.*

- **Encourage teammates when they are in trouble and don't rage against them if they make a mistake.**

The athlete strives to contribute to the achievement of common goals and to form a correct team spirit, refraining from criticizing his teammates and pointing out their faults and mistakes in the game and committing himself, rather, to always support them, especially in times of difficulty even with corrections and constructive suggestions. He knows how to be supportive, helpful to anyone who presents any condition of difficulty and considers respect for sporting values more important than achieving personal success.

In case of: *a teammate in difficulty, who is not performing properly, compromises the result of a match.*

What to do: *confront the latter and support him in the moment of crisis. Support instead of getting in the way.*

What not to do: *get angry with him, highlight his difficulties, make the situation more complicated, worsen his mood and final performance.*

- **Do not have discriminatory and offensive attitudes towards teammates.**

Since football is considered in the common feeling purely masculine, registered minors must learn to consider teammates as an added value for the team and not be prejudiced about a girl's sporting abilities within the team.

In case of: *a teammate misses a pass causing the loss of the ball.*

What to do: *Continue the game focusing on recovering the ball.*

What not to do: *Distract yourself by offending your teammate using arguments about gender difference.*





Capitolo 3 – Procedures

3.1 Risk analysis

3.1.1 Guiding principles

In order to better protect minors, the Procedures are applied according to the following guiding principles:

Responsibility of all with regard to the protection of minors: the safety and well-being of minors is a priority, so that no child should be in danger by the action you decide to take. The best interests of the child are consistently pursued throughout the reporting, analysis and case management process.

Confidentiality and professionalism throughout the process: all reports are handled professionally, confidentially and quickly. The Sports Association undertakes to treat all concerns and reports (including those that may be received anonymously) with the highest seriousness and to ensure that all parties involved are treated appropriately. Child victims of abuse, witnesses and those against whom accusations are made, have the right to confidentiality, therefore reports within the organization should be communicated only to the subjects of the Association indicated in this Procedure, so as to minimize the potential leakage of information and the resulting breach of confidentiality. Confidentiality and confidentiality must be ensured at every stage, from reporting, to the secure recording of data, to the application of any disciplinary measures against staff.

Respect of all parties involved: any member of staff who maliciously or untruthfully reports maltreatment or abuse may be subject to disciplinary action. All persons concerned, including the accused person, must be handled with respect, dignity and sensitivity throughout the process. The suspect or accused person must be informed as soon as possible of the opening of an internal procedure against him/her and must be updated at all times, unless different indications are received from the Law Enforcement Agencies, from the Judicial Authority or in any case it is considered that it is not in the best interest of the minor to do so.

Dissemination and awareness of reporting procedures: minors are made aware, in the most appropriate manner, that there are procedures in place to report any concerns or suspicions of abuse and exploitation, particularly sexual abuse, whether it concerns the staff of the Sports Association or its volunteers, or others.

Use of good practices in receiving a report of suspected abuse and in its reporting: listening to and collecting testimony, especially from a minor, is a delicate process that requires attention, respect for certain basic rules, professionalism and specific training. To this purpose, the Sports Association guarantees staff members adequate training. During the reporting process, essential information are reported in a precise and immediate manner to activate an effective and rapid analysis. To this aim, a Reporting Form (Annex 1) has been prepared to guide the information gathering process, which should be used internally to record and report any allegations, complaints or doubts about possible child abuse.

Access to the competent authorities: in any case where there is a suspicion of a crime, the child victim has the right to have a police investigation or criminal prosecution carried out.





Prevention for the safeguard and protection of minors: internal communication, which vehicles policies and procedures to combat abuse and harassment, is very important and must be planned in such a way as to reach all stakeholders, especially before competitions; this is also important to contribute to prevention policies effective, making them perceived as concrete by athletes and other stakeholders, and not as abstract statements of principle.

In the interests of prevention, particular attention should be paid to behaviour in situations of:

- direct and exclusive interpersonal interaction, which must be avoided if possible or otherwise be observable or in the presence of adult and interruptible witnesses;
- massages must take place in open and observable spaces and be interruptible; in the case of minors, always in the presence of at least one other adult;
- locker rooms must not have systems that allow remote viewing and must not see the presence of strangers, including parents, or other adults except for emergency reasons and the presence of athletes during competitions or training must be monitored for unjustifiably long periods of time.

3.1.2 Risk prevention

The risk and how to avoid it must be a focal factor of the Association's strategy: staff members and parents of registered minors talk about it in order to recognize and to prevent it. In particular, activities involving children must be evaluated in advance to ensure that any risk for the protection of minors is identified and appropriate control systems are developed.

The risk assessment is made in approximately six steps:

- 1) Establish the context, scope and approach of your Association.
- 2) Identify the potential impact or contact of the Association on children.
- 3) Identify and analyse the potential risks of such impact or contact.
- 4) Assess the risks in terms of probability of their occurrence and the severity of the risk and impact on children.
- 5) Implement strategies to minimize and prevent the risks.
- 6) Implement a review of risks and preventive measures.

3.1.3 Strategies to prevent/minimize risks

The Association adopts a strategy to encourage a culture of safety in its structure to prevent or reduce the risk of harm to children.

The following actions have to be taken:

- Declare themselves open and transparent with regard to the measures to be used to address worries and possible incidents.





- Define roles and responsibilities: if necessary, changes should be made to existing roles and responsibilities to ensure that responsibilities are clearly articulated for staff with specific safeguarding roles.
- Existing policies and procedures should be adapted to protect minors, including recruitment and selection policies and procedures and the code of conduct for staff. New policies and procedures may need to be introduced as a whistleblowing policy to support staff raising concerns.
- Where they do not exist, systems and processes will have to be adapted, as is the case for risk assessment and quality assurance systems, processes for design and implementation of programmes, projects and annual reporting processes, as provided in section four (Accountability).
- Develop new processes, such as trials for reporting suspicions or real concerns about children.
- Contributing to the development of children's skills by providing a range of initiatives to develop the skills of staff and staff in general with regard to their responsibilities and obligations to protect children.

3.1.4 Procedure within the Sports Association

The Sports Association defines the General Procedure for the appointment of the Head of Safety and for the reporting and management of suspected mistreatment, abuse or exploitation of children. In particular, the following procedure has been defined: the Safety Manager, acts as an intermediary between the victim of the abuse (being a minor, who takes his place) and the Ordinary and/or Sporting Authority (the Federal Prosecutor's Office), taking an active part - only if necessary - towards the abused person to make a complaint.

It can only launch an internal investigation to establish that the suspected abuse has occurred and takes any appropriate measures. The Board of Directors will be properly informed in case of confirmation of abuse. Any violation of the Policy constitutes a disciplinary offence that may be sanctioned, in the most serious cases, even with the cancellation of the employment contract in accordance with the applicable labour regulations.

3.1.5 Case

Abuse suspect: Association staff member.

Who reports: anyone who has knowledge of or suspicion of abuse.

What to report: a concern, suspicion or certainty of child abuse or maltreatment or abuse or failure to comply with the Code of Conduct.

When to report: as soon as possible (by telephone, in person or in writing in confidence using the attached report form), but no later than 12 hours.

To whom to report: to the Security Manager in the event that the Manager is the suspected abuser.

What happens: the Security Manager will act on the information already in his or her possession or will decide to plan an initial internal investigation.





Possible outcomes: 1) Mitigation of the concerns; 2) Initiation of a disciplinary measure, subject to authorization by the Manager; 3) Reporting the case to the Judicial Authorities, Forces of the Order and Social Services. The victim's safety needs are met.

3.1.6 Follow up of the case: feedback to be given if possible to the people involved, respecting confidentiality and privacy. The Security Manager shall handle the case as follows:

- 1) collect information and documentation about what happened;
- 2) to conduct an initial internal investigation in the strictest confidence;
- 3) suspend for a period the reported person from his/her activities, if they relate to contact with minors, during the course of the investigation;
- 4) inform the person concerned of the alerts that have been issued against him;
- 5) give the suspect the opportunity to present his or her version of the events in question, before any decision on guilt or innocence is reached;
- 6) ensure that the victim receives protection and psychological and socio-economic support (if and to the required);
- 7) ensure that the person issuing the alert is informed of the progress of the activated procedure;
- 8) where there is a hypothesis of a crime, refer the report to the competent authorities, both of ordinary justice and of sports justice.

All persons to whom the rules contained in this Model are addressed have an obligation to report abuses and no form of coercion, intimidation, revenge or reprisal against them is tolerated, even in cases where information or assistance is provided in an investigation.

3.1.7 Report modes

The person who witnesses the abuse can report the incident with a written document - report form attached, with a phone call, an e-mail, an interview, a letter and any other valid way.

The modalities are facilitated so that minors are also able to make a report. If it is directly the child who makes the abuse report, the Safety Manager will fill in the report form and start the response procedure.

The suspicion or certainty of abuse should be reported as soon as possible to the aforementioned Manager on a confidential basis. If you are not able to use the report form immediately, you can fill it in later.

If the suspected abuser is directly responsible, then the matter should be discussed and reported to the highest level of responsibility.





3.2 Applicable legislation

3.2.1 State Legal order

In any case where there is a suspicion of a crime, the child victim has the right to have a police investigation or prosecution carried out. The involvement of the competent authorities should always be considered. The best interests of children and adolescents who are victims of abuse and the ability to meet their health and safety needs can only be guaranteed through cooperation between national authorities. The institutional figures involved are:

- Law Enforcement and Judicial Authority: they investigate the abuse of children and adolescents, they set up the facts, they prosecute the perpetrators;
- Social Services, Government or NGOs: focus on the protection of children and adolescents;
- Personal Healthcare personnel (doctors or psychologists): intervenes for the health of the child or adolescent and the care/treatment.

The evaluation and intervention, therefore, in case of abuse must be based on "networked" collaboration between the various institutions that are involved in different ways (family, school, sports associations, Ordinary Court, Juvenile Court, social and health institutions, Public Safety Authority). The main objective is the best interests and psychological health of the child. It is appropriate that any psychiatric-forensic (criminal and civil) counselling evaluations should be carried out in a coordinated manner with the psychosocial interventions carried out by the Social and Health Services.

The action of evaluation and intervention by the Social and Health Services, in a "network" perspective, can be carried out on two levels. The first level includes an initial analysis of the situations received by the Service by the minor himself, his family, school, sports association and is carried out through an assessment of the environmental context, possibly extended to listening to the minor; in this case, the assessments must be carried out in collaboration with the Judicial Authority and the Public Safety Authority. Following this first analysis, it is possible, in some cases qualifying as emergencies, and with the involvement of the Juvenile Court (second level), to urgently implement psychosocial interventions such as removal from the family environment, with placement in a protected environment, pursuant to Article 403 of the Civil Code. These decisions must be based both on feedback extended to the family and social context (collected promptly at the request of the Judicial Authority), and on any psychological assistance and/or therapy for the child and his/her family.

In case of a complaint, the general procedure for the presumed sex offender is as follows:

- if the accused offender is a minor, a file is opened to the Public Prosecutor's Office for Minors and investigations are initiated;
- if the presumed offender is of legal age, a file is opened with the Public Prosecutor's Office and investigations are initiated.

For the child whose violence has been reported:

when the complaint is realized, a file is opened for the minor at the Public Prosecutor's Office of the Juvenile Court, Civil Chamber. The following steps are:

- 1) the reporting to the Social Service of the Local Authority;
- 2) reporting to the Juvenile Court.





3.2.2 Sport Legal System

Within the framework of the Sports Justice System, which is flanked by the ordinary one in the fight against abuses in sport, the following bodies have jurisdiction: National Sports Judge, Territorial Sports Judges and Sports Court of Appeal; Federal Prosecutor's Office and General Sports Prosecutor's Office; Federal Court and Federal Court of Appeal; Sports Guarantee Board. CONI is the only body certifying the actual sporting activity carried out by clubs and amateur associations.

The FIGC is the association of sports clubs and associations (the "clubs") that pursue the goal of playing football in Italy and other bodies affiliated to it that carry out activities instrumental to the pursuit of that goal.

The L.N.D. coordinates, directs and develops the football sports activities of the clubs and sports associations associated with it and promotes the competitive events organized and/or directly organized by it.

3.2.3 Sport Justice System

Sport justice is regulated at national level by the Code of Sport Justice, which regulates the ordering and conduct of justice proceedings before national sporting federations and associated sporting disciplines (Federations). It remains the competence of the latter to define the types of conduct relevant from a disciplinary point of view, also in accordance with any provisions of the international Federations to which they belong. In the Sport Justice System the National Sport Judge and the Territorial Sport Judge (1st degree), as well as the Sport Court of Appeal (2nd degree) are competent for the facts occurred during the sport competition; the Federal Public Prosecutor's Office (and, consequently, the General Public Prosecutor's Office) are not invested with these facts unless the GSN/GST² or the Sporting Court of Appeal formally establish the transmission of the documents to the Federal Public Prosecutor's Office for the assessment of competence (and, therefore, the registration of a proceeding).

3.2.4 Applicable legislation as regards health, safety and liability

The Sports Association, regardless of its hierarchical and organisational structure as well as its size and role as manager or user of sports facilities, is subject to the application of Legislative Decree no. 81/2008 and amended and supplemented, with the identification of risk factors related to five-a-side football within the framework of the sports venue.

The owner of the facility must guarantee to the operator the traceability of all the documentation related to the legislative compliance of the facility itself and of the relevant installations (e.g. premises, installations compliance, reporting and verification of earthing and atmospheric discharge installations, CPI, etc.) and must also make it available, during the safety audit (initial and periodic), by the operator.

The manager must ensure that safety is respected both in terms of the operation of the sports facility and the protection of health and safety in the workplace; if the manager employs employees and/or de facto employees (volunteers), he must comply with the requirements of Legislative Decree no. 81/08 as amended and supplemented.

² National Sport Judge/Territorial Sport Judge





3.2.5 Italian legislation on health protection

Health is protected in the Italian legal system primarily by Article 32 of the Constitution according to which the Republic protects health as a fundamental right of the individual and in the interest of the community. The Ministerial Decree of 18 February 1982 does not make any distinction between amateurs and professionals, so for the purposes of health protection, those who practice competitive sports must undergo prior and regular checks on the specific suitability of the sport they intend to play or perform.

3.2.6 Certificate of suitability for amateur activity

It is obligatory for the sports physician to issue a certificate of fitness to practice sport, as it is not sufficient for the doctor in charge to issue a certificate of healthy and robust constitution. The duration of eligibility, except in exceptional and justified cases, is one year. The certificate is a privileged means with a dual purpose: preventive (screening and suitability) and welfare (periodicity).

The Athlete may submit an appeal to the regional medical appeal committee within 30 days from the notification of the denial.

3.2.7 Excessive training damage (overtraining)

The term overtraining is used to describe a range of symptoms caused, essentially, by an altered relationship between training and recovery. Overtraining is a fairly frequent condition, a rather complex syndrome whose causes are to be found in several triggering factors.

The results, understood as the improvement in athletic performance, depend, essentially, on:

- training: causes stress to the body and stimulates it to adapt by improving its performance;
- nutrition: provides the energy substrates needed during training and recovery;
- rest or recovery: a set of modifications and physiological adjustments that allow the body to restore the psycho-physical balance that a stressful situation (training) has altered.

Only one of these three elements needs to be altered to adversely affect the results. If these deficiencies persist over time, you may enter the so-called overtraining phase, with stagnation or even involution of performance.

Capitolo 4 – Accountability

4.1 Specific measures

The Sports Association provides, in relation to its characteristics and peculiarities, specific measures and/or additions to existing ones through quality assurance systems, risk management, internal audit, monitoring and review.





4.2 Periodic report

The Sports Association shall create an annual reporting system to keep track of progress and performance in protecting minors in line with the provisions contained in this Model, including information on matters concerning the protection of minors. To reach this aim, Association undertakes to make agreements with external or independent bodies for the supervision and monitoring of performance by Managers and the Head of Safety who has a fundamental role within the Sports Association itself.

4.3 Model dynamics

This model must be considered dynamic in the sense that the rules and safeguards contained herein must be periodically reviewed respecting experiences and events over time. Considering that it is important to learn from real experiences and events, practical and useful lessons for the development of the Association, the policy and procedures are reviewed at regular intervals and formally evaluated every three years. The results, performance and experience acquired are reported and included in the annual reports referred in the previous article.

4.4 Special part dedicated to children with intellectual disabilities

The Model wants to emphasize three basic principles when dealing with children with disabilities in sport: the concept of empowerment refers to the "*process by which each individual develops skills and competences to gain control of his or her life and to improve his or her living condition*".

1: The main objective of teaching sports to children with intellectual disabilities is empowerment.

Long time ago, the Scientific Department of the International Paralympic Committee has placed *the empowerment* of people with disabilities as a research and development priority. The concept of empowerment refers to the "*process by which each individual develops skills and competences to gain control of his or her life and to improve his or her living condition*".

2: The main objective of playing sports with children with intellectual disabilities is integration.

The most relevant dimensions involved are the possibility to achieve a complete social inclusion, to exercise a sufficient level of self-determination and the condition of health (often complex and characterized by the coexistence of mental and physical pathologies).

3: It is necessary to know in an appropriate way the characteristics and the level of severity of the disability of minors who are part of the sports association.

Knowing the characteristics of the child's disability allows you to create a personalized program even more effective, also to deepen the seriousness with which the disability presents itself allows you to grasp nuances and possibilities for individual growth.





4.4.1. Example of autism spectrum disorder

When you are speaking about autistic spectrum disorder we refer to a neurodevelopmental disorder, which characterizes some individuals from birth, lasting for the entire life cycle and whose manifestations are variable and change depending on the level of severity, the level of cognitive development and chronological age, hence the introduction of the term "spectrum".

What to do with a child with ASD

- Establish and maintain eye-contact and encourage the child to do the same;
- Speak clearly and use the help of images in case of language difficulties;
- Priming any attempt at spontaneous communication;
- Encourage you to share your space and your game with others;
- Provide brief, simple, specific, explicit, never implicit instructions;
- Provide a predictable and constant environment (materials always placed in the same place, easily identifiable);
- Use simple language appropriate to the child's skills;
- Try to use materials that are known or in which interest has already been expressed;
- Provide, in the case of children who do not communicate verbally, modes of symbolic communication (images, signs, non-verbal communication);
- Evaluate the willingness to physical contact;
- Use physical guidance if necessary to teach the movements;
- Distinguish dysfunctional behaviors or fixations from those that, instead, may be useful for educational purposes (if a child is "fixed" in putting things in order, channel this behavior of his using it in a constructive way: eg. responsible for balloons);
- In case of problematic situations it is important to proceed step by step and maintain control trying to understand the need of the child behind that behavior to eliminate the trigger (e.g. as a result of a nuisance to a noise present, try to eliminate it or shift attention to something of his interest);
- Pay attention to non-verbal behavior and the positive and negative emotions that this implies;
- Motivate children with intellectual disabilities by not treating them differently, but like other peers;
- Allow more time to understand and execute the instructions given;
- Organize the space properly and safely, trying to eliminate or minimize obstacles, noise, positioning of various materials;
- Propose activities that facilitate aggregation and mutual support.





What not to do with a child with ASD

- Communicate during an activity that does not allow eye contact;
- Use syntactically complex phrases or overly technical language;
- Indulge the instinct of isolation in itself;
- Radically change places or equipment suddenly;
- Punish behavior resulting from the peculiarities of disability;
- Forcing to use materials or equipment that are not welcome;
- Expect results and improvements in the short term or in the same way as normal children;
- Allow particularly noisy activities in the vicinity of the training camp;
- To start a sports course without knowing the clinical situation of the minor;
- Use a loud tone of voice or shout.

4.4.2. Example of Down's Syndrome Disorder

Down's syndrome is a chromosomal anomaly caused by the presence of a third copy of chromosome 21. This causes an imbalance that alters the appearance of the child and the normal course of his development, resulting in "atypical" characteristics. Down's syndrome is the most frequent cause of intellectual disability. There is a great variability in the level of development and adaptive abilities (level of autonomy) that people with Down's syndrome can reach.

What to do with a child with Down's Syndrome:

- Facilitate and gradually expand the knowledge creating a context that is never monotonous and disqualifying but understandable and predictable;
- To work on the proprioception by improving it and on the representation of space and time according to the specific possibilities of the individual child;
- Stimulate gesture-word associations, always combining the non-verbal component with verbal language;
- Stimulate self-evaluation (observation and memory of one's own behaviors, retracing them together;
- use of reinforcement techniques; simplification of information);
- Using imitation;
- Prediction and disposition of greater times of learning;
- Working for short times (presenting a few things at a time and guiding in the selection of relevant information for the solution of tasks, breaking down the contents).

What not to do with a child with Down's Syndrome:

- Ipo or hyper-stimulate the child both from a qualitative and quantitative point of view respecting the current skills and encouraging the transfer of skills learned in other contexts;
- Consider it only for its diversity;
- Judge him or make him feel inadequate or different because of his shortcomings;
- Avoid physical contact if requested by the child;
- Do not understand the underlying reasons for episodes of self or hetero aggression;
- Do not accept his or her emotions;
- Use complex and confusing language;
- Give too long or unclear directions;
- Stimulate him/her to a lesser extent than peers with typical development ("if I can't do it, stay close to me and help me").

