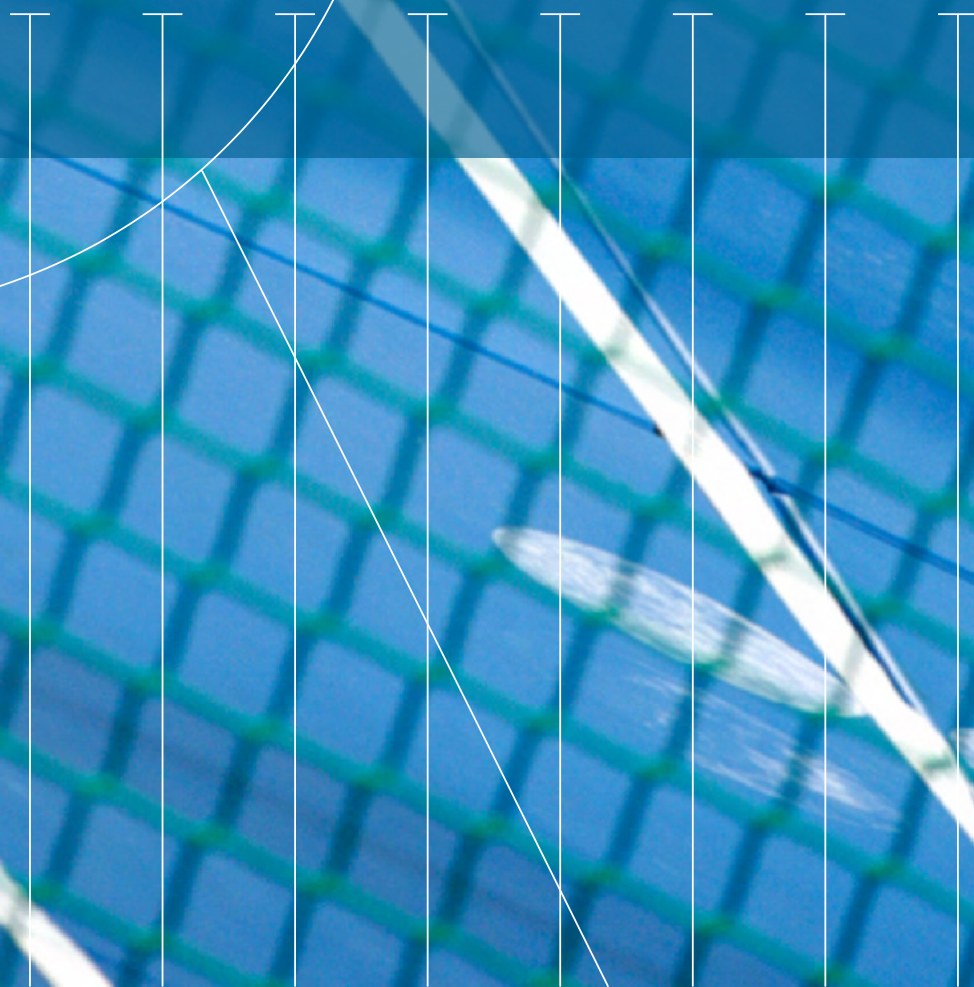




Create safe sports environments

English version





Skapa trygga idrottsmiljöer
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Safe sports

Almost all children and young people are members of a sports club at some point during their youth. The fact that club sports play such a big role in many children's lives is a fairly new phenomenon though. It is only during the recent decades that children's and youth sports have begun to be organized to a greater extent in associations. In a sports association, we do not only develop ourselves in our respective sports but we also learn a lot of other things that we are not directly aware of. This "hidden learning" is often very efficient and includes norms, values, responsibilities, considerations and co-determination.

The sports association has an important social function to fulfill in the society. 9 out of 10 children and young people are members of a sports association at some point during their childhood. The association is for most of them a positive environment where they can do what they like the most and they can do it with friends. For some children and young people, the association is also a free zone; a place where they can stay for a while and get away from what is perceived as difficult, for example at home.

There are no guarantees that abusive treatment in any form does not also occur in the sports movement though. In sports associations, it is both the organizational team (the Board) with their responsibilities and the coaches / leaders who are responsible for creating a safe and secure environment. In 2009, the Swedish Sports Confederation decided that it in the statutes of the Swedish Sports Confederation (RF) and in the idea document *Idrotten vill* (Sports want), should be clarified that all children and youth activities shall be based on the Convention on the Rights of the Child and always have a child rights perspective. The book *Barnens spelregler* (Children's rules of the game) (2018), which RF has produced together with BRIS, clarifies what this means.

In this material, we want to define concepts and help create an understanding of why abusive treatment can occur. We describe how we can prevent problems and what we can do if abusive treatment has already taken place. The aim is to offer safe sports for everyone, regardless of whether they are children, young people or adults.

Bullying

Definition

Bullying is abusive treatment that is repeated for a long time. It can be physical such as blows and pushes but also mental, such as nasty comments, ugly faces and exclusion. Bullying is defined and decided on the basis of the victim's experiences, not the bully's. Being bullied can mean extensive mental wounds that can last a lifetime, both for the person who is exposed and for those who are close to the person.

Bullying is abusive treatment that is repeated for a long time. It can be physical such as blows and pushes but also mental, such as nasty comments, ugly faces and exclusion. Bullying is defined and decided on the basis of the victim's experiences, not the bully's. Being bullied can mean extensive mental wounds that can last a lifetime, both for the person who is exposed and for those who are close to the person. Bullying is a societal problem and can occur in many situations. It can happen at school, at work, in club sports and online. According to the organization Friends, about 60,000 children in Sweden are exposed to bullying - that is 1-2 children / class. Bullying is also common among adults.

Why does bullying occur in the sports movement?

It is common to focus on the individual perspective when trying to understand and explain bullying; the reasons for bullying are sought from the victim or the bully. But bullying is complex and requires that we also have a group perspective on organizational and societal level. In addition, we must keep a norm-conscious thinking to become aware of the invisible rules in this context. Different cases have different causes. The only thing we can be sure of is that it is never the person who has been bullied who has done something wrong.

Bullying is not just something that happens between two individuals. To get an overall picture, we must take the security of the group, the leadership of the organization and the norms of the society into consideration.

How can we prevent it?

The sports movement is basically a positive and fun environment. Nevertheless, there are no guarantees that bullying will not occur. Preventive work is important and it requires a certain form of long-term perspective. There are a number of things that we should discuss to conduct a long-term preventive work:

- *Consensus* – as adults, we should have the same opinion on what bullying is and know what to do if it occurs. Coaches and leaders must have clear rules for what actions should be taken if values are broken and what roles and responsibilities apply. The association should have a distinct basic set of values as well as checklists and an action plan for preventive work and when something has happened. This must be updated constantly. Everyone in the association must know how to proceed if you yourself are exposed or if you see that someone else is being bullied.
- *Leadership* - a clear leadership is modelling and shows the way. In association sports, idea- and value-driven leadership is getting more and more common. There is a focus on who you are and what you say, which is expressed in what you do. It is also about you as a leader being driven by, but also carrying out, an organization's idea and values, because it is revealed in what you say and do.
- *Community* - builds security and stability for everyone in the association.
- *Acceptance* - accepting each other's differences also provides insight into the strength that is created by differences.
- *Role models* - those who have a leading role in the association are also role models, which is important to be aware of. As role models, we show how we should treat each other and set the tone in conversations

What do you think about...

- ✓ *What does your work with values in your association look like?*
- ✓ *What does the leadership look like in your association?*
- ✓ *Can you strengthen the leadership in any way?*
- ✓ *How can you strengthen the community in your association?*
- ✓ *How do you highlight your differences as strengths?*
- ✓ *Can you identify any role models in your association?*
- ✓ *How do you want those role models to act?*



Harassment

Definition

Harassment is a form of discrimination and must be related to: gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

Harassment makes a person feel insulted, threatened, abused or mistreated and is an unwelcome behavior. It is the victim of the harassment who decides what is offensive. The same behavior can be perceived as harassment by one person while another person does not need to be badly affected at all.

Why do harassment occur in club sports?

In all associations and contexts, there is a norm to relate to, unwritten rules that set the framework for who is most obvious and who has a harder time to fit in. The norm is supported by us through manifestations in the

form of language use and actions, such as that we take certain things for granted (for example heterosexuality) and use language and words that may be about devaluing certain groups, to keep a (powerful) position, climb up the hierarchy, or just unconsciously out of old habit.

Harassment concerns who is within the majority and how inclusive the environment is in general. Racism, for example, usually occurs in a context where most people have a light skin color and where the norm, the most obvious and expected, is to have light skin (often an unspoken norm).

How can you prevent this?

Discussing norms and thinking about what and who is most obvious in the association, and what it is possible to be open about and not (such as love life, religious affiliation and ability to function), is a way to prevent harassment.

An important part of the work to prevent harassment is to involve both oneself and the individuals; if each individual takes responsibility for his or her actions and if we are aware of how a norm-blind way of working can affect the business in a negative way, we prevent harassment.

Linking the preventive work to power is also important. The person / persons who have a formal position of power in an association (for example the Board or a coach) or an informal position of power because it belongs to the norm, usually have a good position to raise issues about different opportunities and conditions in an association.

In an association where preventive norm-conscious work is handled, the risk of harassment decreases because knowledge can be a way away from stereotyping and in such an environment it is also easier to detect problems at an early stage.

What do you think about...

- ✓ **Who is most obvious to you? What characterizes the context for those who are not obvious?**
- ✓ **What can you joke about? Are there any jokes about certain groups of people? In what way?**
- ✓ **Do you have a culture to speak up when someone passes the limit?**

Feel free to use the conversation screen "In search of an inclusive sport", where you can look into the Sports' different rooms, such as the changing room and the boardroom.

*You can find the conversation screen on the Swedish Sports Confederation's educational website "Inclusive sports":
<https://utbildning.sisuidrottsbocker.se/sisu/generell/organization/inclusive-sports/>*

Sexual abuse and sexual harassment

Definition of sexual abuse

A sexual assault is when someone is subject to a sexual act against their will. Regardless of how the crime is assessed in the legal sense, if the sexual act is against someone's will, violations against it is always a harassment to the victim. This applies even if it cannot be classified as a crime under the law or if the police investigation is closed.

Examples of sexual acts that are considered as sexual abuse:

- Touch someone's body, for example, hands, mouth or sex, in a way that the person thinks is frightening or uncomfortable.
- Talk with someone in a sexual way that he/she feels is uncomfortable.
- Force someone to watch when someone is doing something sexual, such as showing their gender or masturbating. It does not matter if it is in real life or online.
- Do something sexual against someone who neither can express their will nor protect themselves, for example, if the person is asleep, drunk, drugged, sick or have some kind of disability.
- Take advantage of one's superior position and make someone feel obliged to agree to have sex.
- Take photos or film someone for a sexual purpose, if it is against the person's will or if the person is under 18 years of age.
- Try to buy or switch something for sex or pictures with money, alcohol, gifts or services.

Rape

Rape is when someone has intercourse or performs other sexual acts that can be compared to intercourse, with a person who does not participate voluntarily and has not given his or her consent.

For a sexual act to be considered comparable with intercourse, it is required that the perpetrator enters the fingers or other objects into any body opening or forces the victim to carry out or receive oral sex. It may also be that the persons' genitals come into contact with each other.

A person can never be considered to participate voluntarily under the following circumstances:

- If there is abuse or other violence or some type of threat.
- The perpetrator uses a person who is in a vulnerable situation such as asleep, unconscious, intoxicated or other drug exposure. It can also be illness, body injury, mental disorder or severe fear.
- The perpetrator takes advantage of a person's dependency.

It is always a question of rape if the victim was younger than 15 years old when the abuse was committed. The crime is then rape of a child, even if there has been consent.

Definition of sexual harassment

Sexual harassment is a form of discrimination. When a person is subject to abusive treatment or treatment

of sexual nature that violates the victim's dignity and/or personal integrity, it is defined as sexual harassment. An example could be when a person is exposed to physical contact, glances or comments that he or she experiences as offensive. Many cases of sexual harassment are punishable under the sections of the Sexual Offense Act.

Why do sexual assaults and sexual harassment occur in club sport?

Unfortunately, sexual abuse and sexual harassment occur throughout the society. Research including interviews with perpetrators, carried out by the National center for women's (NCK) at Uppsala University, have shown that the abuse is not all about sex, but about other things, like power and domination. Sexual violence can therefore contribute to create and maintain a lack of equality between men and women. This applies not only in close relationships but also in the society at large.

Within the sports movement, risk factors such as close relationships may be present, persons being in a position of dependence to someone such as the relation active - coach. In some sports, we travel a lot and often without parents and other relatives, and this can be a risk. Other risk environments are changing rooms that are left unattended by adults. The perpetrator is not always an adult. Children can put each other in various forms of abuse to consolidate their own position in a team or to maintain their status in the group for example.

Statistics from the Crime Prevention Council, BRÅ, show that the vast majority of perpetrators are men. Both men and women are subject to various forms of sexual abuse, but in both cases the perpetrator is usually a man.

How can we prevent it?

To work in a preventive way against sexual abuse and sexual harassment doesn't have to be difficult even if it is a heavy and tough subject. To support children and young

Sexual offenses according to the law:

- *Rape*
- *Sexual abuse*
- *Rape of children*
- *Sexual exploitation of children*
- *Sexual abuse of children*
- *Intercourse between persons too closely related to marry legally (incest)*
- *Exploitation of children for sexual posing*
- *Purchase of sexual act of children*
- *Sexual harassment*
- *Contact to meet a child for sexual purposes (grooming)*
- *Purchase of sexual services*
- *Procuration (promoting or supply prostitution)*

people and contribute to secure and positive activities is both about strengthening the good and prevent the bad. You need to check that the Board and your leaders have the knowledge and confidence they need for preventive work with a gender equality strategy for example. It's about information, discussion and support. It's about leadership and organization, but it's also about courage.

Police Record Extract

By law, an association is entitled to request that the person who will be working with, or in other ways have continuous and close contact with, children, should show a limited Police Record Extract. In this extract, it is possible to check if the person has been convicted of one of our most serious crimes: murder, manslaughter, aggravated assault, kidnapping, all sexual offenses, child pornography or aggravated robbery.

Requesting these extracts is part of a preventive work and something that should apply equally to everyone, regardless of how long a person has worked in an association or how well you know each other.

It is important to create a routine to check the extracts with a certain regularity, for example every two years.

To request the extract is not complicated. It is the person whom the extract concerns that requests it. He/she shall leave the extract to the persons that the Board has appointed for control. The register extracts are printed on water-stamped paper and therefore do not need to be left in an unopened envelope. The reception is most easily noted with a tick in a list. The extract must be returned to the person concerned or destroyed according to an agreement. The extract must never be saved in any way. The law does not say anything about how you as an association should act if the person has committed a crime that is visible in the register extracts. Always remember to put the child's best in the first premier room when you make your decision though.

More information about record extracts can be found under the section "Checklist - preventive work".

More prevention work

As an association, you need to talk about sexual abuse and sexual harassment. You need to investigate and create a picture of what the situation and structure looks like in your particular association and be aware that what has been shown to work in other associations may not work as well in your association.

Some things to keep in mind:

- Talk about issues in a constructive way, without making someone feel singled out as a potential victim or perpetrator. It is important for creating a transparency in the association.
- Secure that leaders, coaches and the Board are trained in these issues. It is equally important to be able to interpret the signals and early detect if something is not right.
- Try to have several adults present, for example two leaders at the training or in the changing room. Preferably a mix of women and men. If it is not possible to have several leaders, there may be parents who can help and keep an eye instead.
- Adopt a solution-oriented approach and always think of the children's best interests.

What do you think about...

- ✓ *How can you start talking to each other and your members about sexual abuse and sexual harassment?*
- ✓ *How do you handle overnight stays and travel to avoid that persons are being exposed?*
- ✓ *How do you create a routine for handling record extracts?*
- ✓ *How should the contact between coaches/leaders and active be presented online and in social media?*
- ✓ *How can you reduce the risk of abuse in your daily work and secure that it won't happen?*



Violence

Definition

Violence includes all acts against another person done by someone who injures, hurts, frightens or offends the person. It can also be an act that makes a person do something against their will or refrain from doing something they want to do.

Violence can be anything from pranks and pushes, to aggravated assault and murder, but also verbal insults and abuse can fall under this concept.

Abuse

Abuse includes inflicting bodily injury, illness or pain on another person, or putting the person in a state of powerlessness or any other similar condition.

There are three different degrees of abuse:

- Minor beatings can be a slap on the ear, a light kick or pushing someone so that he or she is hurt.

- Abuse of the normal degree can be to injure someone so that they, for example, get a wound, break a bone or knock out a tooth, but it can also be to shave someone's hair. Putting someone into powerlessness or a similar condition means, among other things, that the person loses their bodily control, for example by being drugged.
- Serious assault includes life-threatening assault with, for example, a knife, ax or firearm. If the violence is particularly ruthless, it is also considered serious. It could be, for example, kicking someone who is lying down or that many people together abuse someone who is helpless. The spread of certain diseases, such as HIV, is also considered serious abuse.

What does the law say?

Crimes that include or may include violence:

- Murder
- Manslaughter
- Causing the death of another person
- Abuse
- Causing bodily injury
- Robbery
- Sexual offense (rape)
- Unlawful threats
- Molestation

Why does violence occur in club sports?

In a number of sports, a certain amount of violence occurs as a natural part of practicing the sport. It is simply something that is accepted and regulated in different competition regulations. Even if a certain amount of violence is accepted, it is never okay to cross the border though. In some sports, it is sometimes unclear to the individual where the line goes, which increases the risk of being exposed to violence that does not fall within the framework of the game.

Everywhere in society there are norms, unwritten rules, which most people relate to and which distribute power between people. Norms set frameworks that include some but exclude and limit the possibilities for others.

In some sports, the norm is to be big, strong and resilient. It can contribute to an unhealthy macho culture where the risks of different types of violence increase. It can also be the exact opposite where the norm is to be small, narrow and agile. Training methods can then sometimes risk to pass the limits to achieve the expected ideal.

How can this be prevented?

An important part of the preventive work is to be clear. It must be evident to everyone in the association what is okay within the framework of the sports and when lines are crossed.

Addressing and reflecting on norms that prevail in the specific sport or in your particular association and how you relate to these norms and work with them, are important in your preventive work. Becoming aware of the governing norms and making others aware of these, are important pieces of the puzzle in order to be able to prevent violence at an early stage.

Another good way to prevent violence is to react early and intervene when children and young people use foul language or offend each other. Research shows that in environments where heterosexism and tough guy jargon occur, consistently devaluing femininity and homosexuality, and where it is the norm to try to find each other's weaknesses, the tendency for young people to use violence increases. Especially if this occurs in environments where it is at the same time about performing and not backing down, showing weakness or insecurity, which is the case in many of our sports environments. Preventing violence is therefore about language, jargon, style and human views: What is being expressed? Through conversations with children and young people about how we are expected to behave towards each other, we can instead create a culture that in the long run reduces the risk of violence.

An important part is also to review the risk environments that exist. The changing room is a classic risk zone for violence between children and young people. Identify your specific risk zones and try to have a high presence of adults in those places. Always try to be two adults, if there is no extra leader maybe some parents can show up. Respect the children's privacy in the changing room, but at the same time pay attention to what is happening.

The Pyramid of Violence

The pyramid of violence is not established scientifically, but a way of visualizing a possible escalation of undesirable behavior and highlighting the importance of tackling the problems as early as possible.

To be able to act when something happens, there are a number of different regulations to lean on:

- The Swedish law
- The Convention on the Rights of the Child
- The association's statutes
- The federation's statutes
- The Swedish Sports Confederation's (RF) statutes

If you want to report a case for punishment within the Sports Movement, you will find the regulations under Chapter 14 in RF's statutes.

Article 19 of the Convention on the Rights of the Child states:

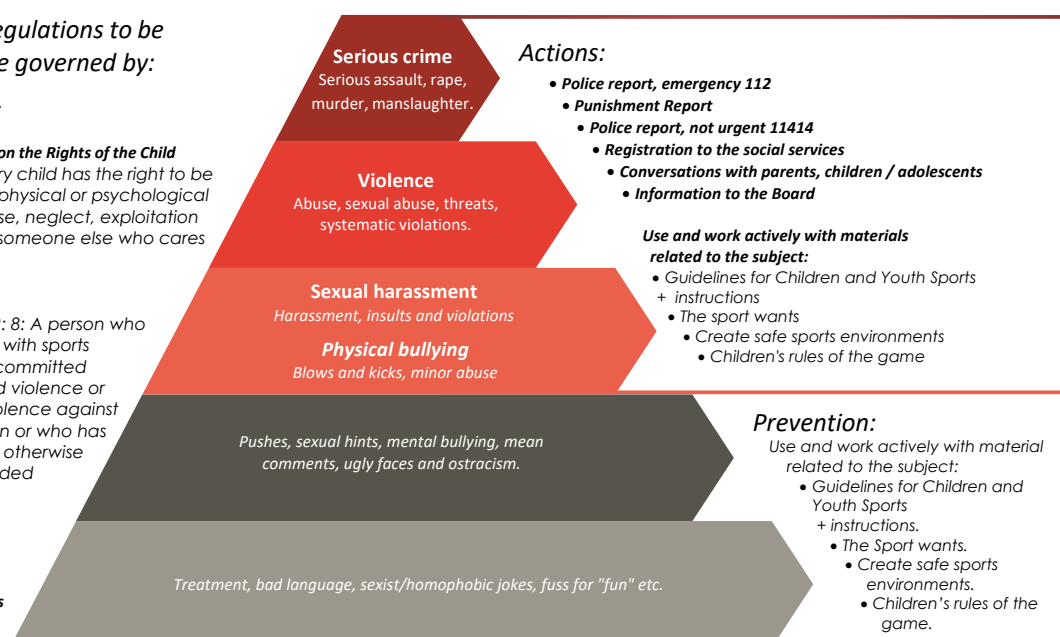
"Every child has the right to be protected against physical and psychological violence, abuse, neglect or exploitation by parents or others who care for the child."

This means that we in the sports movement have a responsibility to protect children in our activities.

In all fields of the pyramid, the association's work is central, but they can find support in various functions within the sports movement and in society at large. Matters in the bottom fields of the pyramid should be possible to be handled by the association itself through, for example, conversations with parents, leaders, the Board and athletes. In the middle fields, the special sports association gets a larger role in the form of support and help to the association. In all parts of the pyramid's field, there are also RF / SISU district staff to support the work. In particularly difficult cases, the RF's sports ombudsman is also available for support and help. In some cases, you may also have to contact the police or social services.

Laws and regulations to be followed are governed by:

- **The Swedish law**
- **The Convention on the Rights of the Child**
Article 19: Every child has the right to be protected by physical or psychological violence, abuse, neglect, exploitation by parents or someone else who cares for the child.
- **RF's statutes**
Chapter 14 §2: 8: A person who in connection with sports activities has committed damage, used violence or tried to use violence against another person or who has threatened or otherwise seriously offended someone.
- **The federation's statutes**
- **The association's statutes**



Varje barn har rätt att skyddas mot fysiskt och psykiskt våld, övergrepp, vanvård eller utnyttjande av föräldrar eller annan som har hand om barnet.”

BARNKONVENTIONENS ARTIKEL 19

Questions to reflect on ...

- ✓ *What rules apply to you when it comes to violence?*
- ✓ *Is there any form of violence that is accepted in your sport?*
- ✓ *Where is the line between "accepted" violence and "unacceptable" violence?*
- ✓ *Can you identify any risk zones in your association?*
- ✓ *Can you do anything to remove any risk zones?*



Checklist

– Preventive work

In this section, we address a number of important points that should be included in the association's preventive work to create safe sports environments.

On page 21 you will find a checklist with checkboxes. Feel free to use it to support your work.

Working with values

A clearly defined set of values that permeates the entire association plays an important role when creating safe sports. Your values are the norms and positions the association has agreed on and which shall apply to all members.

The Swedish sports movement's values are based on four fundamental principles (which you can choose to expand with words / values that are particularly important to your association):

- ✓ **Enjoyment and community**
- ✓ **Everyone's right to be involved**
- ✓ **Fair play**
- ✓ **Democracy and participation**

In order for the values to take effect in your association, it is good if as many people as possible are involved in the development of them. The value base needs to be "active" and divided into documents. What actions make a difference between people? What is a desirable behavior? How do you know if you have crossed the border? If you have, what should you do? Where and who should a person who has been exposed to something that does not feel good turn to?

Recurrent conversations about the values with different target groups in the association (athletes, parents, leaders, the Board) are important to create a safe

environment where everyone share the same basic views. Contact your RF / SISU district for assistance. A good tool is the educational website that the Swedish Sports Confederation has developed about Inclusive Sports: <https://utbildning.sisuidrottsbocker.se/sisu/general/organization/inclusive-sports/>

Strategic work with gender equality

Strategic work with gender equality can be tackling the issue at an organizational level. Instead of appointing a person who alone will be responsible for gender equality, you can consider which positions / roles can help the work forward and integrate the issue in these. Another tool is to use the 4R method described on the website about inclusive sports. It is about mapping Representation, Resources, Facts and Implementation.

Working strategically with gender equality is also about having a long-term perspective and reviewing power structures and recruitment methods.

Action plan

Design the association's action plan so that you are prepared if something happens. Identify who has which responsibility during the various steps in the action plan. Make sure that the action plan is always updated and that the people mentioned there are aware of their responsibilities. Make a plan of what routines you as an association want to use when you need to follow up any incidents. On page 21 there is an action plan with checkboxes that you can use. If you need more support, turn to your RF / SISU district.

Network

It is good if the association has access to a wide network of contacts if something undesirable based on the areas treated in the material should occur. Examples of people or functions that are good to have contact information to are:

- *Municipality: Social services and Children and youth activities (or similar). You can also check if your municipality offers crisis management and conversation support.*
- *Medical Council: BUP (Child and Adolescent Psychiatry).*
- *Police: Local police department.*
- *Women's shelters: Unizon and ROKS.*
- *The Swedish Sports Confederation: The Sports Ombudsman.*
- *RF / SISU district: Expert on children and youth issues.*
- *Non-profit organizations that are represented in your municipality: BRIS, Save the Children, UNICEF, Friends and more.*
- *Organizations that work with honor-related violence: You can find suggestions for organizations at www.hedersfortryck.se*
- *Non-profit organizations that work with inclusion and norms: RFSL and Make equal.*
- *Non-profit organizations that work with masculinity issues: Men for gender equality and UNDERSTAND man.*

Identify and work with risk zones

Try to identify where in your association there is a risk that bullying, harassment, sexual abuse and violence could occur, such as changing rooms, during travel and on social media. Discuss how you together can minimize the risks identified.

Leaders and coaches

Being a leader and coach is a job of trust and not a right. In order for the association to feel safe with the

with the people who receive an assignment, the following tools can be used:

Register extract

- Shows the most serious crimes - not speeding, tax crimes or the like.
- Makes it difficult for perpetrators.
- Must be requested regularly, for example every two years.
- The person concerned requests his own extract from the Police.
- The person submits the register extract to the Board.
- Responsible persons tick off a list that the person has submitted their register extract.
- Responsible persons return the extract from the register to the person concerned after inspection, or destroy it by agreement. The extract must absolutely NOT be archived in anyway.

If the register extract is not empty

The law does not say anything about how you as an association should act if the person has committed a crime that is visible in the register extracts. However, remember to always put the interests of the child first when making your decision. If the register extract shows court decisions concerning sexual offenses, child pornography, murder, manslaughter and illegal coercion, those appointed by the Board should have a conversation with the person and explain that work with children is not appropriate with that history. If you need support in this conversation, the RF / SISU district's experts in children and youth issues, or RF's sports ombudsman, can be helpful. For other crimes, those appointed by the Board can open up for a dialogue in the association and with the person regarding the suitability of working with children.

Check references

It is important to check whether a new leader / coach in the association has previously worked in another association. If this is the case, it is advisable to check references from the previous association.

Ask relevant questions and try to find out how he has worked in his previous role. Checking references is an obvious part of a recruitment process in working life and if we use it as a tool in sports, we can more easily detect if something is not right.

Educate

Invite leaders and coaches to read more about the subject. There are many good in-depth materials.

Contact your RF / SISU district for help finding the right one.

Follow-up

Check annually that the checklist is updated and that it is complied with. A suggestion is to regularly include it on the Board's agenda for follow-up.

Checklist Preventive work:

Den här checklistan kan få stöd i texten på sidan 19-20.

- | | |
|---|--|
| <input type="radio"/> Work on your values | <input type="radio"/> Leader / trainer |
| <input type="radio"/> Strategic work with gender equality | <input type="radio"/> Register extract |
| <input type="radio"/> Action plan | <input type="radio"/> Check references |
| <input type="radio"/> Network | <input type="radio"/> Educate |
| <input type="radio"/> Risk zones | <input type="radio"/> Follow-up |

Action plan – if something undesirable has happened:

Den här handlingsplanen kan få stöd i texten på sidan 22.

- | | |
|---|--|
| <input type="radio"/> What has happened? | <input type="radio"/> What support is needed from coaches? |
| <input type="radio"/> Who is involved? | <input type="radio"/> What support is needed from others involved? |
| <input type="radio"/> Is it a crime? | <input type="radio"/> What support does the perpetrator need? |
| <input type="radio"/> Is it a violation of the statutes? | <input type="radio"/> Who needs information? |
| <input type="radio"/> What support is needed for the person who has been exposed? | <input type="radio"/> What kind of information do they need? |
| <input type="radio"/> What support is needed from coaches? | |

Action plan in five steps – in five steps

1. Get a picture of the situation. What has happened? Who is involved? If it is an emergency, make sure to secure the environment for the person who is exposed. Avoid trying to find out what happened in this first step. If it becomes a police matter, it is important that you have not influenced the people involved.

If the victim is a child, it is important to keep the following in mind:

- Contact parents immediately. If the problem is suspected to exist within the victim's family, the social services should be contacted instead.
- Identify if contact with social services is needed to support the child.

If the perpetrator is part of the association, it is important to keep the following in mind:

- If the perpetrator has an assignment, that person must take "time out" during any investigation.
- If the perpetrator is a child, parental dialogue is very important. Can the incident be classified as a crime - report it to the Social Services as well.

2. Is it a crime? If so, report it to the police. In case of doubt, contact the police for advice. See more below in the section on police reporting (on page 24). If it is not a violation of the law, investigate whether it may be a violation of your or the Swedish Sports Confederation's statutes. If yes, report it to the relevant sports federation's disciplinary committee or equivalent.

If it is neither a violation of the law nor a violation of the statutes, you should try to find out what happened and follow the remaining steps in the action plan. If you are unsure about it, contact your RF / SISU district or the Sports Ombudsman at the Swedish Sports Confederation.

3. Identify the need for support to the victim, the coach, the Board, any other people involved and any perpetrators. Here, the network that you have developed during your preventive work is a very important tool.

4. Identify who needs information about what has happened and what kind of information it should be. Think about personal integrity, everyone doesn't need to know everything.

5. Follow the routine that you have made during the preventive work to follow up on what has happened.

Registration to the social services

The society has a responsibility to make an effort when parents and guardians are unable to give children what they need, or when they are powerless in facing a situation where children are hurt. By law, children have the right to immediate protection and must be offered different forms of help and support. The municipality's social welfare committee has the main responsibility for offering that support and the social services must materialize the support benefiting the child.

What obligation do we have to report?

Anyone who suspects that a child is being harmed should report it to the social services. It is stated in the Social Services Act. People who work in health care, school and in the social services are obliged to report suspicion. Sports leaders and coaches are thus not obliged to report it, but should always report their suspicions so that the social services have the opportunity to investigate whether the child needs support and protection.

How do you make a report?

There is no template for how to report to the social services. Anyone who wants to report something should contact the municipality's social services during working hours. If there is a need to make a report in the evening or during weekends, there is the social emergency service. The person who reports can be anonymous, but if he says his name, the anonymity no longer applies. It can still be good to leave your name and contact information as the social services may need to return with follow-up questions. Anyone who feels unsure whether or not to make a report can contact the social services anonymously and consult with them without telling which child it concerns.

The social services can also help with other things, such as making a police report or taking the child to the doctor. The social services can also provide advice and give support on how to act. They can offer mediation between the vulnerable child and the

perpetrator, which may be relevant in the case of bullying, for example.

What happens when a report has been made?

When a report has been received by the social services, they must immediately make an assessment of whether the child is in need of immediate protection and care. Furthermore, a decision is made as to whether an investigation should be initiated or not. An investigation must take place within 14 days. If there are suspicions of abuse, violence or other crime, the investigation must be initiated immediately. The investigation may last for maximum four months. A parent or guardian is usually contacted directly when a report has been made. If the notifier has chosen to remain anonymous, his name is not mentioned.

Private individuals who report have the right to receive a confirmation that the report has been received and by whom, but no further information can be given. This means that the person who makes the report, can sometimes feel excluded from the process. Exceptions are made if the persons concerned have given their consent to more information being disclosed. What he or she can do then is to contact the social services to get a description of how they work in general and advice / support on how he should now act.

Open interventions are the most common arrangement for children who get hurt. It can be a contact person or a contact family for the child or an outpatient care program of some kind. In some cases, the effort may be to place the child outside the home, in a family home or a home for care and housing.

The social services' basis for their work and efforts is voluntariness, self-determination, integrity and cooperation. But when there is no consent, they have an obligation to give children the support and protection they need. The social services must always work for collaboration, both when it comes to the societal issues and when a report is made.

Police report

Anyone can report a crime to the Police. It does not have to be the victim himself or someone who witnessed the incident. It is enough that the event has come to one's knowledge. If a leader or coach finds out that something has happened that could be a crime, the recommendation is to contact the Police who can decide if this is the case.

When reporting, there are some general things that will be requested: personal information of the victim, if there is a suspect, a brief summary of the incident and how it came to one's knowledge and where it occurred. The notifier may also provide his own personal data, but can also avoid this by instead stating a legal person as notifier, for example the association. A contact person must, however, be stated, but he does not have to appear with a personal identity number.

Glossary

Preliminary investigation: Police investigation of a crime.

Plaintiff: The victim.

Reporter: The person who reports the crime to the Police.

Suspect: The person who can be suspected of having committed the crime.

Witness: Anyone who has seen or heard anything in connection to the crime or in any other way can provide information that is of interest to the investigation.

Other: Someone who does not belong to any of the categories above but who is still interesting for the investigation for some reason.

Different degrees of suspicion

Reason to assume - The minimum requirement for the Police to be able to initiate a preliminary investigation. There must be reason to assume that a crime has been committed. It is a very low degree and in principle the only information that is needed is that something that according to law is a crime is claimed to have happened.

May be suspected - The lowest degree of suspicion directed at a person. A concrete circumstance is required for a person to be considered a suspect, but no other evidence is needed.

Suspected on reasonable grounds - The next step and a significant increase from the degree of suspicion can be expected. Here it is required that the probability that the person has committed the crime is greater than that it is someone else who is guilty. It takes some kind of evidence or clues pointing in the same direction to achieve this degree of suspicion.

Suspected on probable cause - This means a further increase in the evidentiary requirements. The evidence that exists needs to be concrete and directed at a specific person. This may be, for example, DNA from the suspect that can be linked to the crime.

Step by step

- In case of emergency, call 112 - request the Police.
- When reporting, call 114 14 or visit the nearest police station.
- Have relevant information on hand at the time of registration.
- The notifier can be either a natural person or a legal person.
- After the report has been made, a copy of the report will automatically be sent to the person who is the plaintiff.
- If the police initiate a preliminary investigation, they will begin by holding interrogations with the plaintiffs.
- If the case leads to prosecution, the preliminary investigation will be public. Anyone can then request information about it, or the protocol in its entirety. However, the material is confidentiality tested if necessary.

The Swedish Sports Confederation's sports ombudsman and whistleblower service

The association has a far-reaching responsibility for what happens in its own activities and shall, as far as possible, handle situations that arise or do so in consultation with the relevant sports federation or the RF / SISU district. However, there may be matters that for various reasons cannot be handled in that way and therefore RF has set up two support functions to facilitate the association's work.

The Sports Ombudsman

The Sports Ombudsman's task is, among other things, to provide advice and guidance on how to proceed with various types of cases and, if necessary, investigate cases that contain suspected violations of Chapter 14 of the Swedish Sports Confederation's statutes. The Sports Ombudsman is also the recipient of the cases that come into the whistleblower service.

The Sports Ombudsman has telephone number 08-627 40 10 and email idrottsombudsmannen@rf.se. The phone is open weekdays during office hours. If it is difficult to get through - leave a message or send an email and you will be contacted.

Whistleblower service

The whistleblower service is an alternative when for some reason it is not possible to take the matter to an association or a federation - for example when a person does not want or dare to report. Whistleblower cases can, for example, be about financial irregularities, abuse or harassment. The purpose is to make it easier to report serious misconduct in sports.

You will find information on how to proceed on the Swedish Sports Confederation's website. The whistleblower service is encrypted and all messages are treated confidentially and the person who reports has the opportunity to remain anonymous.

Let's reach far together

This material has been produced as a guide in the work with the questions that can be perceived as heavy and difficult. We play sports in associations to have fun, feel good and develop throughout life. To be able to do that, the sports movement needs to have zero tolerance for all forms of harassment and abuse. For the Swedish sports movement to reach its vision and become the world's best at all levels, it is necessary that everyone takes their responsibility to contribute to safe and inclusive sports for all. The goal is for everyone who plays sports to be able to develop both physically, mentally and socially. A safe sport lays the foundation for just that.

Nobody can do everything but everyone can do something. The values of the Swedish sports movement are based on the following cornerstones:

- ✓ *Enjoyment and community*
- ✓ *Everyone's right to be involved*
- ✓ *Fair play*
- ✓ *Democracy and participation*

If we put the values into action together, we have come a long way towards world-class sports.







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