



Stopping Abuse and Harassment in Outdoor Learning

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Safe Sport International

Content Warning

- Throughout this session, we will be talking about abuse and harassment.
- For some people, the subjects discussed may trigger uncomfortable thoughts, feelings, or memories.
- I would like to acknowledge those in the room with a lived experience of abuse and harassment and those who love or care for others with lived experience.
- Please prioritise your health and wellbeing. Share only what you are comfortable with. Take a break from this session when you need to.
- We have resources available at wellbeing.safesportinternational.com



**EVERYONE,
EVERYWHERE,
SAFE IN SPORT.**

Safe Sport International is a leading non-profit committed to ending all forms of inter-personal violence, abuse and harassment in sports environments globally.

We are a network of safeguarding experts united by a desire to uphold human rights and put research and the voices of athletes at the heart of our vision: everyone, everywhere safe in sport.

Safeguarding

Prevention

- Reducing the risks children and adults may face.

Response

- The set of activities that are undertaken when a safeguarding concern has been reported to or come to an organisation's attention.

(HQOL 2024)

Safe Sport

An environment where athletes can train and compete in healthy and supportive surroundings; an environment which is respectful, equitable, and free from all forms of harassment and abuse.

(International Olympic Committee)

Abuse and Harassment...

Is it a problem in Outdoor Learning?



Abuse refers to acts of commission or omission that lead to a child or adult experiencing harm.

Harm refers to the negative impact or consequences upon the child or adult of those actions.

Harassment refers to comment or conduct directed toward an individual or group of individuals that is offensive, degrading or threatening.

Harassment and abuse can be physical, sexual, emotional or neglect.
It can include a one-off incident or a series of incidents.
It may be in person or online.

- **Hazing** refers to any activity expected of athletes joining a team/group that humiliates or abuses them.
- **Interpersonal violence** in sport can refer to emotional abuse, overtraining, bullying, physical aggression and pressuring, punishment, and sexual abuse.
- **Gender- based violence** refers to abuse and power over another person based on their gender, gender identity, expression or perceived gender

Who is at risk or vulnerable to risk?



60 seconds



Answer
in chat

**Is there really a problem in
the outdoors?**

NEWS

Milton Keynes rock climbing teacher jailed for raping pupil

5 October 2021



THAMES VALLEY POLICE

Nikki Anton Pike's abuse "contaminated every area" of the victim's life,

A rock climbing instructor who raped a young female student "sustained period of grooming" has been jailed.

Nikki Anton Pike, 28, met the girl through his work in Milton Keynes and abused her from the age of 12 over a four-year period.

Birmingham Crown Court heard "the effects of the abuse have contaminated every area" of the victim's life.

Pike, of Great Denham near Bedford, was jailed for 18 years after being convicted of multiple sex offences.

For For
Beyond
Women a
n the spo

SPORT

GB Canoeing coach suspended after welfare complaint

31 March 2017



Chippenham PE coach guilty of sex crimes



Philip Boore (54889471)

...ll in the Community Coach, who has a Bsc in Sports & Exercise Science, as well as Level 2 certificates for Football Level 2 and Cricket Level 2 and well as Level 2 certificates for badminton, tennis, emergency first aid, child protection, and first aid. He was also a qualified teacher, rugby, badminton, tennis, emergency first aid, child protection, and first aid.

...s imprisonment, 10 year Sexual Harm Prevention Order, placed on him for an indefinite period.

Out from the Shadows: Sexual Harassment and Assault in Climbing Communities

by Alpinist Magazine • August 27, 2018

Prevalence of Abuse and Harassment

- **Child sexual abuse is a worldwide problem.** While estimates of prevalence vary between countries, **around 1 in 5 girls and 1 in 10 boys** will have experienced contact sexual abuse by the age of eighteen.

<https://ecsa.lucyfaithfull.org>

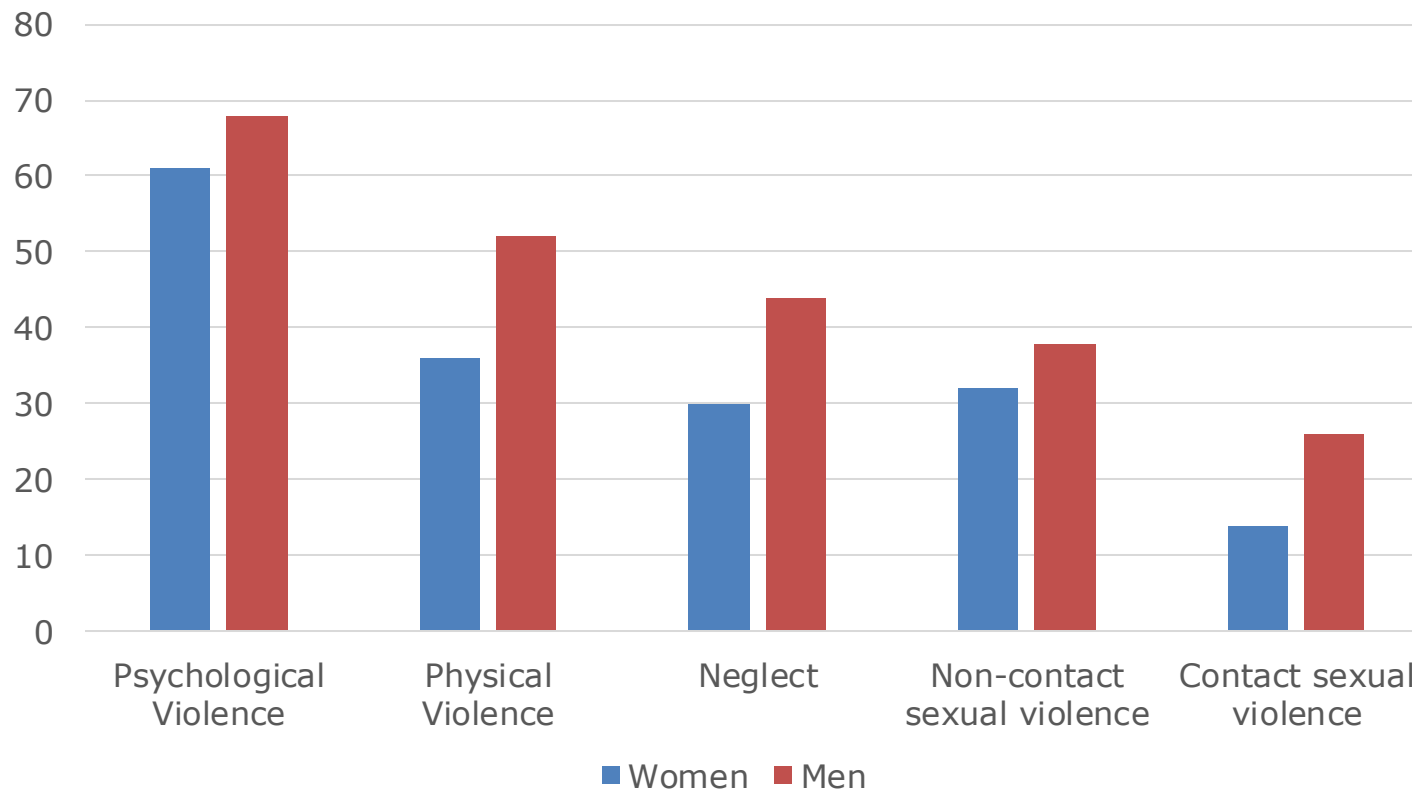
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- **46% of athletes were unaware of what constitutes harassment and abuse in sport.**
 - 34% reported that harassment and abuse likely or very likely occurs in their sport.
 - 37% of athletes were either uncomfortable to or did not know where to report harassment or abuse.

#SafeSport: Safeguarding initiatives at the Youth Olympic Games 2018

https://www.researchgate.net/publication/337690138_SafeSport_Safeguarding_initiatives_at_the_Youth_Olympic_Games_2018

Prevalence in Sport

Prevalence of interpersonal violence against children in sport



Interpersonal violence against children occurs across the full range of organisational settings in which sport is provided for children, but most often in the sport club.

Adults who played sport in their youth are overwhelmingly positive about their overall experience of sport (85% 'good' or 'very good')... it may suggest that interpersonal violence is, to some degree, normalized within sport.

Prevalence in UK Workplaces

Workplace Bullying:

- The Chartered Institute of Personnel and Development (CIPD) 2021 report found that **15% of employees in the UK have experienced workplace bullying.**

Sexual Harassment:

- A 2020 Trades Union Congress (TUC) report found that **52% of women in the UK have experienced some form of sexual harassment at work.** For young women (aged 18-24), the figure rises to 63%.
- **Over 80% of those who experienced harassment did not report it to their employer.**

Violence at Work:

- The Health and Safety Executive (HSE) recorded around **688,000 cases of violence at work in 2019/2020.** This includes both physical assaults and threats of violence.

Racial Harassment:

- A 2020 study by Business in the Community (BITC) reported that **33% of Black employees in the UK have experienced racist jokes or "banter" at work.**
- More than **one-third of all ethnic minority workers said they had been bullied or harassed** due to their race.

2023-24 Data from UK National Governing Bodies

- 55%, (2,102) child safeguarding concerns raised were from outside sport.
- 45% were reported from within a sporting environment (1,721 cases)

33% of cases involved online activity.

Significant increase in cases of child-on-child abuse.

- Non-contact sexual abuse is now involved in 25% of such cases (Up from 2% in 2018 to 2022).
- A rise in child-on-child sexual abuse. From 3% (2018 to 2022) to 27% in 2022 to 2023.

In 2023-24 there was a total of 98 adult safeguarding cases, recorded by five NGBs, with 48% concerning behaviour inside sport, and 52% outside sport.

- **Contact sexual abuse was the most reported form of adult concern at 32%.**
- **Physical abuse made up 24% of reports, and**
- **13% were reports of general welfare concerns, such as mental health and self-harm concerns.**

Impacts (Indicative)

ATHLETE IMPACTS:

Physical e.g. illnesses and injuries, performance loss, disordered eating/EDs, PTSD, self-harm, STIs

Cognitive e.g. low self esteem

Emotional e.g. volatile mood states

Behavioural e.g. drop out, more likely to cheat

Mental health e.g. anxiety, depression, suicide

Relational e.g. social exclusion/marginality

Economic losses

ORGANISATIONAL IMPACTS:

Reputational damage

Loss of players and fans

Loss of sponsorship

Reduced medal tally

Reduced public confidence

Loss of trust

Asset depreciation



Examples of Abuse or Harassment in Outdoor Learning Settings

A centre manager repeatedly subjects a staff member to unnecessary unannounced observations and criticises their instructing, coaching or teaching methods unfairly.

The senior instructor assigns you an unreasonably heavy workload compared to that of your colleagues.

Your line-manager unjustly overlooks you for promotion or training opportunities.

A co-worker touches you inappropriately in the staffroom.

Colleagues repeatedly exclude you from social events.

A trustee uses racist or sexist language about you in meetings.

A visiting group member spreads false rumours about you on social media.

Colleagues call you a homophobic nickname.

A course participant threatens you or physically attacks you.

Your reflections...



4 minutes



Share your thoughts

Summarise in chat

Abuse and Harassment...

What can lead to it happening?



Abuse is always rooted in **power imbalances**



Real or perceived.

Includes age, seniority, longevity,
athletic success and performance,
specialised roles, gender,
gatekeeping, financial, and more.



Who may perpetrate harm?

- Perpetrators of interpersonal violence against children are usually known to the child.
- **Coaches, other sports personnel, and other known adults were involved in 50% of cases on average.**
- **Known peers were involved 37% of cases compared to 21% of unknown peers.**
- Unknown adults in only 6% of cases. (CASES Project)
- **Males were most often identified as the perpetrators.**
- **Females** were indicated less often as perpetrators, yet - against common expectations - **were responsible for a substantial proportion of the experiences reported.** (CASES Project)
- The enabling factors for abuse to take place in sport... included... **a lack of supervision or oversight of adults working in sports, particularly those operating as leaders or as private coaches or instructors** (Truth Project)
- **90% of the alleged perpetrators were still involved in sport** and were still a 'live' risk to children. (Operation Hydrant)

Abuse and Harassment...

The affected persons perspective





Who is at greater risk?

- Youth and adolescents
- People with disabilities
- Athletes identifying as LGBTQ+
- Those from ethnic minorities
- Women and girls
- Elite athletes

Risk is incremental when athletes belong to multiple groups.

Reporting Harassment and Abuse

Study for the Centre for Sport and Human Rights (CSHR) by Safe Sport International (SSI) - mainstream research into child rights violations reporting revealed:

- **Children can't articulate** what's happening to them
- **Adults must take responsibility** for identifying concerns and acting on them
- Young people (including young athletes) do not universally know their rights

4% - 6% asked for support within the sport context. Disclosures were far more likely to be made to a family member or friend. Beyond friends and family, the sectors most likely to receive a disclosure were *education* and *health*. (CASES Project).

8% people spontaneously disclosed lifetime physical or sexual abuse... this **increased to 82% with routine enquiry** (Read & Fraser, 1998).

Barriers to Reporting

Fear of negative consequences such as being benched, losing scholarships, or damaging their reputation. (Mountjoy, M., Brackenridge, C., Arrington, M., et al., 2016).

Power imbalance makes it difficult for athletes to speak out. (Stirling, A. E., & Kerr, G. A. 2009).

Normalization of abusive behaviors as necessary parts of training, making it hard for athletes to recognize or report them. (Jacobs, F., Smits, F., & Knoppers, A., 2017).

Lack of education and awareness of what constitutes abuse or harassment, or how to report it. (Parent, S., & Demers, G., 2011).

Shame, self-blame or feeling embarrassed for the abuse. (Leahy, T., Pretty, G., & Tenenbaum, G., 2002).

Lack of support systems, inadequate reporting mechanisms or lack of trust in existing systems. (Hartill, M., 2013).

Cultural and community factors mean discussing abuse may be taboo or discouraged. (Vertommen, T., Schipper-van Veldhoven, N., Wouters, K., et al., 2016).

Fear of not being believed, claims will be dismissed or that they won't be taken seriously, especially when the accused is a prominent figure in the sport. (Fasting, K., Brackenridge, C., & Walseth, K., 2002).

Be Trauma Informed

Six principles of trauma-informed practice: safety, trust, choice, collaboration, empowerment and inclusivity (SAMHSA, 2014).

- **Respect boundaries by upholding choice, consent, confidentiality.**
- **Use neutral, respectful language, showing empathy, avoiding labelling or judging.**
- **Avoid re-traumatisation - consider locations, approach, activity sequences.**
- **Consider potential impact of activities for everyone involved.**
- **Allow breaks, space, processing time, signpost support.**

The majority of people exposed to traumatic events experience some short-term distress, but eventually, their trauma fades to a memory – painful, but not destructive.

(PTSDUK)



Near Enemies of a Trauma Informed Approach

Rescuing, fixing and problem-solving
Comparison and identification
Pushing gratitude

Pity, comprising (Brown, 2021) :

- The suffering person is inferior.
- A passive and self-focused reaction that does not include providing help.
- A desire to maintain emotional distance.
- Avoidance of sharing in the other person's suffering.

(Lester, 2023)

Your reflections...



4 minutes



Share your thoughts

Summarise in chat

Abuse and Harassment...

Can rules and legislation help?

4

Whose Rules?

- ✓ International law, statutory instruments and rights conventions – *E.g. Universal Declaration of Human Rights, United Nations Convention on the Rights of the Child, European Convention on Human Rights*
- ✓ Regional (continental) and national governance bodies/governments – legislation/statutory guidance – *E.g. Department for Education, Department for Culture Media and Sport*
- ✓ Local authority regulation and child/adult protection services
- International sport governance / regulatory bodies - *E.g. International Olympic Committee, International Paralympic Committee, Commonwealth Games Federation*
- International/continental/regional sport federations, sports' national governing bodies
- Local associations
- Providers - clubs - facilities

Independent statutory and sport inquiries, reports and reviews



**Duty of Care
Review - UK**



**Australian
Royal
Commission**



**US
Weightlifting**



**Human Rights
Watch report-
Japan**



**Operation
Hydrant,
football
allegations of
non-recent
abuse and
IICSA - UK**



**McLaren
reports - FIBA
(Basketball) -
Mali and -
Canada**



**Whyte report -
British
Gymnastics**



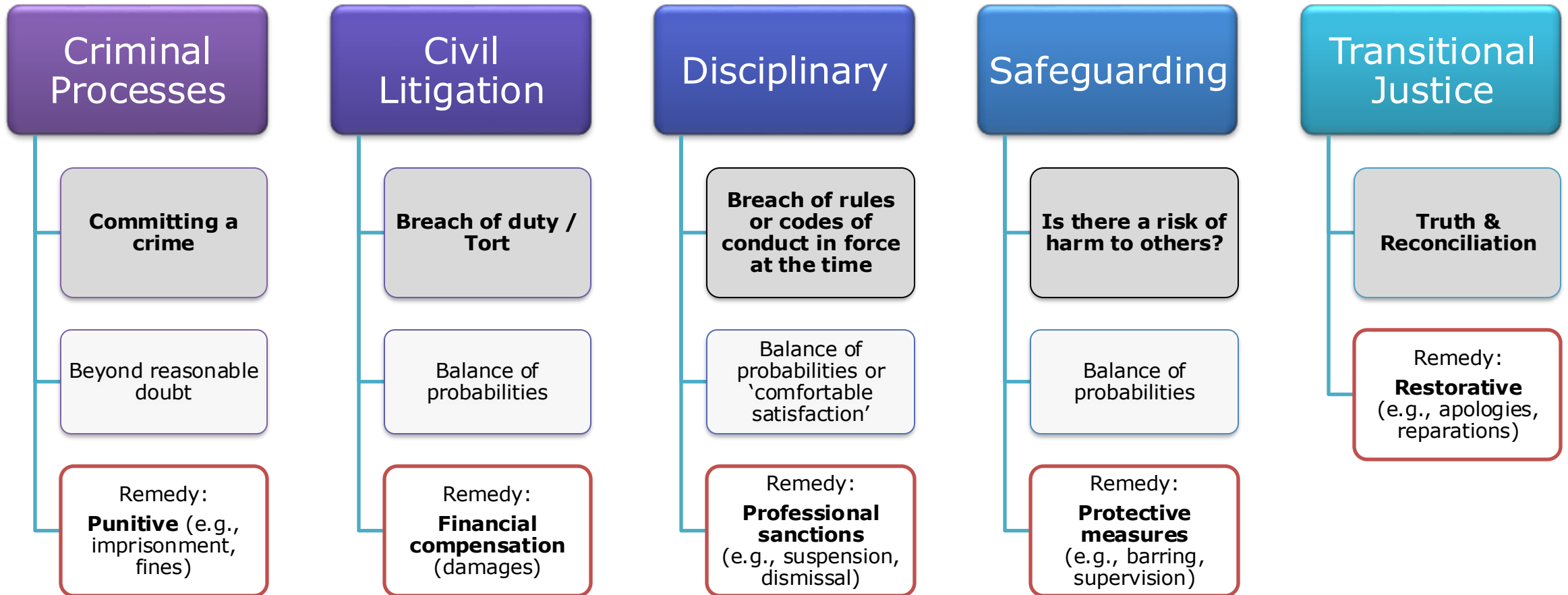
**Ropes and
Grey - USA
Gymnastics**

Consistent themes include:

- Organisations acting to protect own reputation
- Failure to deal with poor practice
- Failure to deal with powerful individuals

(Richard Bush @SSI2023: Trauma Informed Legal Practice)

Forms of Remedy



Initial policy/action drivers

Typically, high profile cases of physical or sexual violence

- Elite performance coaches
- Intense media attention
- Loss of sponsorship
- Reputation damage

But...

- Reactive not proactive
- Not based on evidence
- Focused on dealing with rogue individuals not systematic change
- Not athlete centred or aligned with rights or other integrity issues
- Not a seamless policy approach from childhood to adulthood and across performance levels.



Abuse and Harassment...

What does good practice look like?



Consider what it might take to prevent the harassment and abuse of a **15-year-old female course member by a 24-year-old instructor on outdoor centre premises**? If we could roll back the clock, what circumstances might we alter to prevent the abuse from happening in the first place?

How would we make things different for the **15-year-old**, for her friends, her parents, the **abusive instructor**, their colleagues and bosses. What about the physical layout of the centre where the abuse will take place?

Creating Safer Environments

Building Blocks

- Safer recruitment
- No kings in own kingdom: no “untouchables”
- Clear boundaries and high standards
- Accountability
- Telling culture
- Focus on inclusivity
- Issues addressed swiftly and fairly

Design Out Opportunity

- Reduce opportunity and acceptability of poor practice
- Increase the effort required to offend
- Increase risk of detection, and perceived risk of detection
- Detect early warning signs
- Provide support for staff

Incident Reporting in Sport

Critical points along the reporting journey as either facilitating or hindering progress toward effective resolutions:

Readiness

- of the organization to engage with the reality

Recognition

- of what constitutes or may constitute a child protection violation

Disclosure and Reporting

- approaches that foster trust and minimize barriers

Response

- that supports the athlete

Remedy

- healing, justice and organizational learning

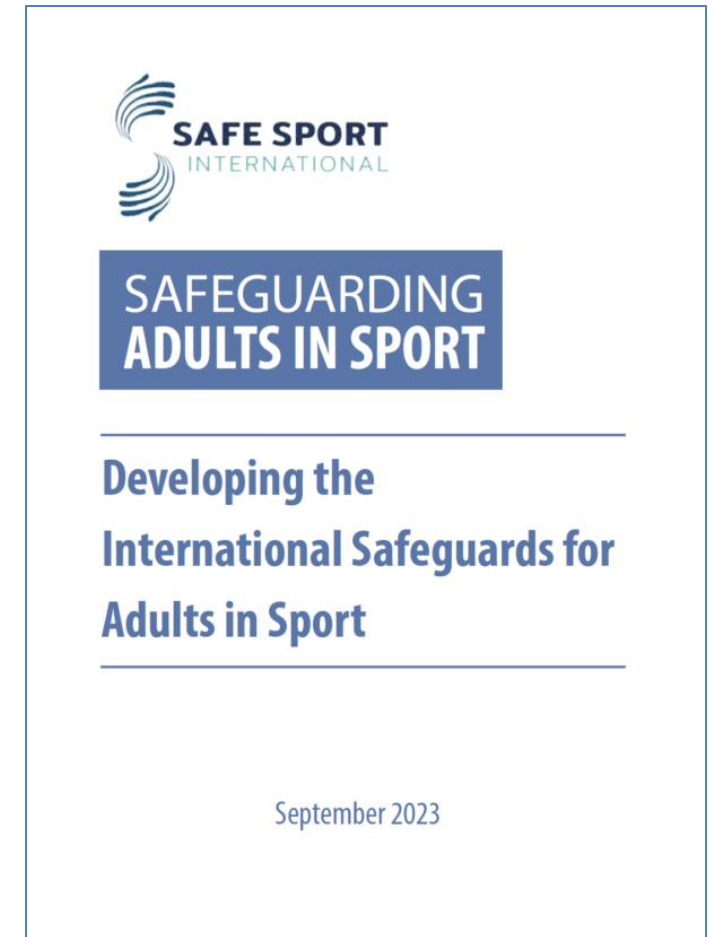
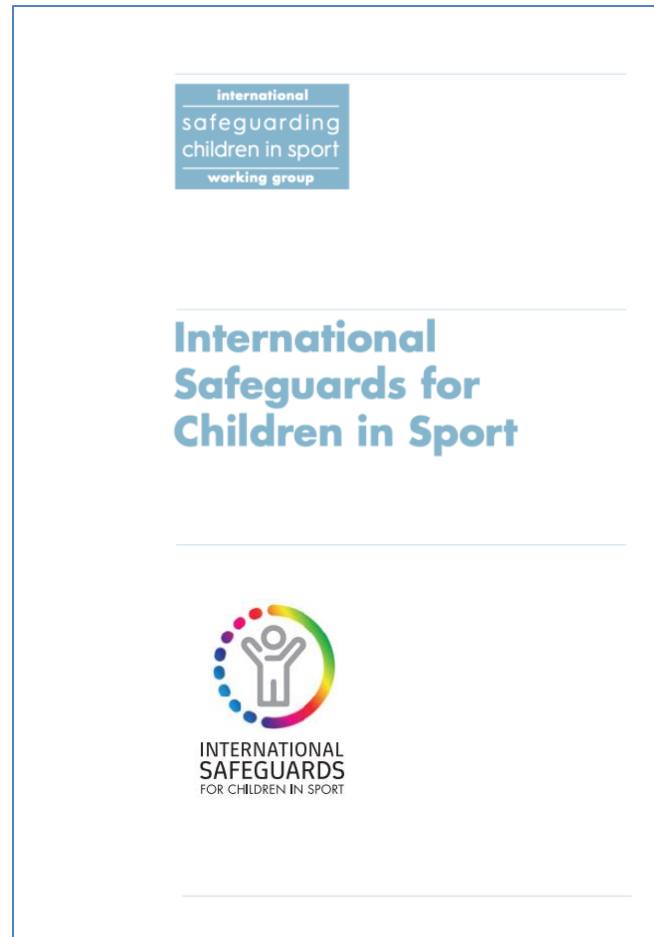




International Safeguards for Children and Adults in Sport

<https://www.safesportinternational.com/international-standards/>

Join over 300 worldwide organisations and take the pledge and show you embed the safeguards in your work.



8 Safeguards

- 1 – A safeguarding policy
- 2 – A system to respond to safeguarding concerns
- 3 – Providing advice and support to staff, adults and children
- 4 – Minimising risk to children and adults
- 5 – Guidelines on acceptable and unacceptable behaviour
- 6 – Recruiting, training and communicating with staff
- 7 – Working with partners to implement safeguarding measures
- 8 – Monitoring, evaluation and learning

Take the pledge and show you embed the safeguards in your work:
<https://www.safesportinternational.com/international-standards/>

International Safeguards for Children in Sport Self-Audit

<https://safeinsport.org/wp-content/uploads/2021/11/International-Safeguards-for-Children-in-Sport-self-audit-in-English-1.pdf>

NSPCC CPSC free sports safeguarding tools to help your organisation audit current safeguarding and child protection arrangements and plan safe events.

<https://thecpsu.org.uk/sports-safeguarding-tools-introduction/>

The Ann Craft Trust The Safeguarding Adults in Sport Framework

<https://www.anncrafttrust.org/safeguarding-adults-sport-activity/the-safeguarding-adults-in-sport-framework/>



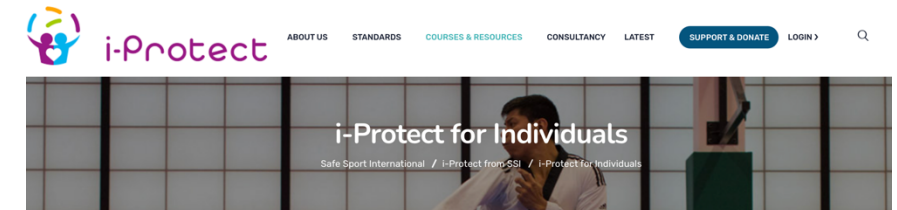
Free online learning

FREE Online Learning

- i-Protect: An **Introduction to safeguarding**
- How to **create a safe sporting environment**
- **How to respond** to a child disclosing concerns

- Safeguarding children in sport clubs **for sport managers**
- Safeguarding children in sport clubs **for families**
- Good practice in youth sport **for coaches**
- Staying **safe as a coach**

- **Quality standards** to create safe sport environments



Welcome to i-Protect Safeguarding Learning

i-Protect will **increase your awareness and understanding of safeguarding**, enabling you to **recognise and respond more effectively to any safeguarding concerns** within your team, club or organisation. Individual access will help you understand safeguarding within the context of five specific roles – Coach, Family, Sport Manager, Leadership Team and Club Coordinator.

We have created i-Protect to make quality safeguarding learning freely available to the sports sector, essential to anyone engaged in any level of sporting activity. **Overall, i-Protect provides an invaluable learning opportunity, equipping you to establish a safe environment, protected from abuse, where sports can be enjoyed to the full.**

[LOGIN TO ACCESS FREE ONLINE LEARNING](#)

Find the right i-Protect course for you

Each of the roles is assigned a combination of i-Protect courses. Select each role title to view and complete the learning. The i-Protect Introductory Course is the first step to take before enrolling on one of the role-based courses below.

▶ [i-Protect for Coaches](#)

▶ [i-Protect for Sport Managers](#)

▶ [i-Protect for Safeguarding Officers](#)

▶ [i-Protect for Leadership Teams](#)

▶ [i-Protect for Parents / Families](#)

[www.safesportinternational.com/
i-protect/individual-route/](http://www.safesportinternational.com/i-protect/individual-route/)

FREE Online Learning

ICOACHKIDS is a Global Movement whose mission is to promote sport policy, education and practice that PUTS KIDS FIRST

- <https://icoachkids.org>



**INCLUSION AND
DIVERSITY**

Discover →



**MAKING SPORT
SAFE**

Discover →

FREE Online Club Badge

1. Sign up your i-Protect Ambassador Team.
2. Get access to a wide variety of supporting resources.
3. Undertake the free safeguarding learning as a whole club.
4. Complete the leadership declaration.
5. Display the 'i-Protect Club Badge'.

(The certificate and training courses can be customised for any sport or location i.e. for outdoor learning)



www.safesportinternational.com/i-protect/club-approach/

The Wrong Organisational Culture Can Lead To Harm



“a man who was confident about his own success.., and who generated a **culture** in which not only boys, but also other staff, **found it difficult to challenge him** about his decisions or actions.” (24)



“This **culture** expected gymnasts to **follow directions** from coaches rather than have a meaningful say in decisions about their training and development.” (277)

“It is apparent that **perpetrators are more likely to offend** when an institution **lacks the appropriate culture** and is not managed with the protection of children as a high priority.” (24)



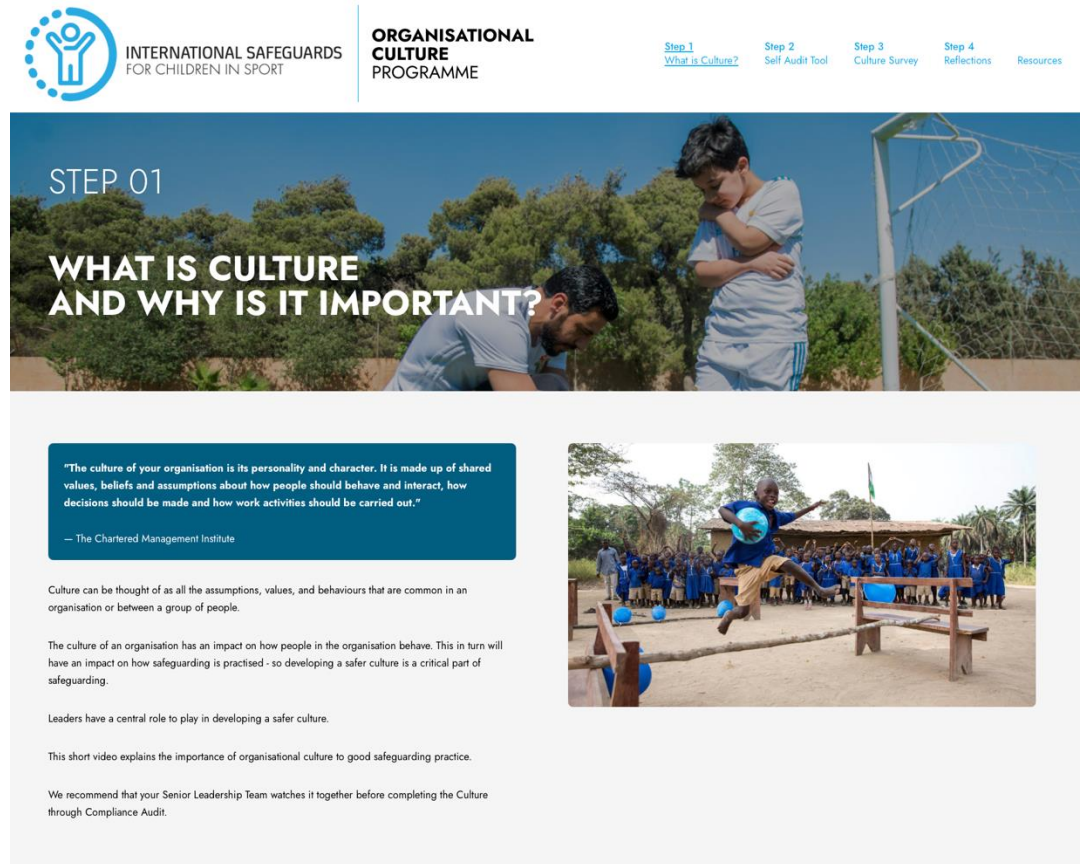
“Some victims and survivors described how the **culture** within a particular institution or community **discouraged reporting** allegations of child sexual abuse to the police.” (39)



FREE Sports Safeguarding Culture Programme

The **Culture through Compliance Audit** focuses on your existing policies, systems and ways of doing things, so that you can identify where your current practice may not meet recognised standards and take action to address this.

- Leadership team complete the audit together during a meeting.
- It should take around 45 minutes to complete.
- Completion of the tool will generate an action plan for the leadership team.



INTERNATIONAL SAFEGUARDS
FOR CHILDREN IN SPORT

ORGANISATIONAL CULTURE PROGRAMME

Step 1 [What is Culture?](#) Step 2 [Self Audit Tool](#) Step 3 [Culture Survey](#) Step 4 [Reflections](#) [Resources](#)

STEP 01

WHAT IS CULTURE AND WHY IS IT IMPORTANT?

"The culture of your organisation is its personality and character. It is made up of shared values, beliefs and assumptions about how people should behave and interact, how decisions should be made and how work activities should be carried out."

— The Chartered Management Institute

Culture can be thought of as all the assumptions, values, and behaviours that are common in an organisation or between a group of people.

The culture of an organisation has an impact on how people in the organisation behave. This in turn will have an impact on how safeguarding is practised - so developing a safer culture is a critical part of safeguarding.

Leaders have a central role to play in developing a safer culture.

This short video explains the importance of organisational culture to good safeguarding practice.

We recommend that your Senior Leadership Team watches it together before completing the Culture through Compliance Audit.



Eight Questions for Developing Practice (HQOL 2024)

1. Does your safeguarding policy state the welfare of participants and staff as a primary concern and is it made available to all who access your services?
2. Do your safeguarding procedures clearly identify those with responsibility for safeguarding and provide step-by-step guidance on what action to take in responding to safeguarding concerns?
3. Upon joining the organisation, how are staff informed about where they can access information and guidance?
4. Are ongoing safeguarding risk assessments carried out and steps taken to minimise any risks identified to reduce the possibility of harm?
5. How is safeguarding learning covering behavioural expectations and treating people with dignity, respect, sensitivity, and fairness included in programmes?
6. What is your safer-recruitment process? Do you encourage or require staff to undertake appropriate safeguarding training?
7. How do you work with partners to safeguard participants and staff and share learning?
8. How do you ensure your safeguarding policies and guidance documents are relevant, appropriate, and up to date?



5th Global Safe Sport Conference

Focused on informing, empowering, and challenging decision-makers to lead safer sport cultures and systems.

For more information and to register:

<https://www.safesportinternational.com/ssi2024-global-safe-sport-conference/>



Designed for a diverse audience, including board members, CEOs, national governing body (NGB) and international federation (IF) leaders or managers, safeguarding officers, researchers, athletes, and affected persons.

- **Insights for leaders, safeguarding leads and researchers from the upcoming IOC Consensus Statement on abuse and harassment.**
- **Calls for change: Are the voices of young people being truly heard?**
- **The privilege of participation and representation at local, national, international or major sporting events.**
- **Friend or foe – the role of media, social media and AI in making sport safer.**
- **Ending violence against women and girls in sport.**



Thank you

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