

# CAC SAFE: Safeguarding Handbook – I



Since 2008

## COMPREHENSIVE SAFEGUARDING POLICIES OF COACHES ACROSS CONTINENTS

THIS HANDBOOK IS YOUR GUIDE TO ENSURING THE SAFETY AND WELL-BEING OF ALL INDIVIDUALS INVOLVED  
IN OUR PROGRAMS, FROM CHILDREN TO ADULTS.

Used by Coaches Across Continents (CAC) staff, interns,  
global citizens, independent contractors,  
partner organizations, and related personnel.

**Latest Revision on: 24th May, 2023**

Purposeful Play: Creating Education Outside the Classroom





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# Coaches Across Continents

Welcome to the Child and Adult Safeguarding Policy of Coaches Across Continents (CAC). CAC is unique. We design and deliver sustainable social impact by engaging all sectors to address the UN SDGs.

This policy serves as a comprehensive framework to ensure the safety and well-being of all individuals involved in our programs, including children, adults, and the dedicated personnel who contribute to our mission.

This policy sets guidelines, procedures, and best practices that apply to all members of our organization, including staff, interns, global citizens, independent contractors, partner organizations, and related personnel.

Our commitment to safeguarding extends to all aspects of our work, whether it's through Purposeful Play Outside the Classroom, coaching, mentorship, partnership or community engagement on-field as well as online. We prioritize the physical, emotional, and psychological safety of every participant, respecting their rights and dignity at all times.

This policy outlines clear expectations, roles, and responsibilities for all individuals involved, emphasizing the prevention, identification, and response to any form of harm, abuse, or misconduct. It is designed to promote awareness, training, reporting mechanisms, and accountability measures to foster a culture of safety and trust.

By adhering to this policy, we demonstrate our unwavering commitment to upholding the highest standards of child and adult safeguarding. Together, we can create a supportive and inclusive environment that empowers individuals to reach their full potential while promoting the well-being of all.

Thank you for your dedication to the safety and welfare of our participants, and for embracing the principles outlined in this policy. Together, we can make a positive and lasting impact.



# Child Safeguarding Policy

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Targeted Audience: All Coaches Across Continents staff, intern and related personnel, as well as all partners including community-based organizations and strategic partners such as corporations, foundations, and networks.

Coaches Across Continents policy is based upon the UN Convention on the Rights of the Child. Specifically, this states that children/young people have the right to be protected from being hurt or mistreated, physically or mentally, and that they should be properly cared for and protected from violence and abuse.

**Accordingly, Coaches Across Continents has drawn up its own policy.**

Bill of Rights for Children Participating in Play and Sport

Every child has the right to:

1. Be treated with kindness.
2. Be treated equally irrespective of gender/abilities/sexual orientation, etc.
3. Be entitled to take part in sport within a 'safe space'.
4. Develop a sense of self-esteem and personal capability.

Coaches must ALWAYS:

1. Take responsibility for the physical safety of all the children while in their care.
2. Create a 'safe space'.
3. Be aware of Children's rights and everything that is going on.
4. Recognize that cultural norms influence both practice and expectations, but consider them carefully to ensure that child rights are protected.
5. Develop every child's sense of his/her self-worth.
6. Educate children about their rights and adhere to the child safeguarding policy guidance.
7. Follow all the child SAFE related policies and supporting documents; for example, social media SAFE guideline, Peace and Child rights, and similar documents held in our SAFE training.



# Child Safeguarding Policy

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Coaches must NEVER:

- 1.Hit or physically abuse a child.
- 2.Have any form of sexual contact with a child.
- 3.Deliberately shame or embarrass a child.

**Coaches across Continents adopts a cascade model of development and works with three broad groupings of coaches, namely:**

CAC Staff, Global Citizens, and Coaches who work with  
Partner Program Organizations and Coaches  
who work with young people within their organization, as well as  
other Local Coaches who work with young people within their  
community.

All coaches in each grouping are required to be aware and adopt the CAC Child Safeguarding Policy. However, given that each group of coaches operates in radically differing contexts, CAC has three interlinked and complementary models for training coaches on child safeguarding issues and monitoring their practice.

## **CAC Staff and Volunteer Coaches**

- 1.Suitability: CAC recognizes that specific requirements and regulations related to background checks may vary between countries, and we are committed to complying with all relevant laws and regulations in the countries where we operate. Self-declaration form and references where possible.
- 2.Online training: All coaches are required to:
  - a.Complete ‘Respect in Sport’ or similar online Child Safeguarding Training
  - b.Sign a statement indicating that they are committed to CAC’s Child Safeguarding Policy.
  - c.Sign CAC’s Code of Conduct



# Child Safeguarding Policy

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3. Monitoring: Lead coaches are required to monitor the practice of volunteer coaches to ensure that they comply with CAC's Child Safeguarding Policy.

4. Take action: Lead coaches are required to report any instances of child abuse to the CAC board, which will take appropriate action.

## **Partner Program Organizations and Coaches**

1. Suitability: Partner programs are required to submit their child safeguarding or protection policy and senior staff from organization's representing CAC must sign CAC's Code of Business Conduct and Ethics that states a written commitment to CAC's Child Safeguarding Policy.

### 2. Training:

a. Partner program coaches are advised to complete online training, such as Respect in Sport or the UEFA Child Protection Training wherever possible. Or they can submit a brief summary if they have conducted any child safeguarding training in their organization.

b. Partner program coaches must complete the CAC training session on Child Safeguarding provided on site. (See Appendix 1).

3. Monitoring: Partner programs are required to monitor the practice of their coaches to ensure that they comply with CAC's child safeguarding policy.

4. Take action: Partner programs are required to take action appropriate to their community if they encounter any instances of child abuse by their coaches.

5. Partnerships will be ended if partner programs do not comply with CAC's safeguarding policies and practices.





# Child Safeguarding Policy

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## Appendix 1: Training Session on Child Safeguarding

This is the outline for the Child Safeguarding Awareness Session that will occur when CAC visits one of our partner communities to run our annual training. It is mandatory for all participants in a CAC course to attend this portion of training in order to receive a certificate. CAC senior staff will facilitate this training that will be held midway through the CAC program.

### Introduction:

- 1.CAC's main messages are 'Smile' and "Solve your problem"
- 2.No smiles in this session because it addresses a serious worldwide problem.
- 3.Need to consider and work together to see how this problem can be solved within the coaching work that you will do within your community.

### The Problem:

There is a need for child safeguarding policies in sport because all around the world children and young people involved in sporting activities suffer abuse from coaches.

### Awareness:

- 1.Local context. How are children and young people treated within your community? Is violence used often?
- 2.What does it feel like to be a child here? Are children vulnerable in your community? How?
- 3.What kinds of abuse might children experience?
  - a.Physical abuse; hitting, beating, pushing, grabbing.
  - b.Verbal abuse; name-calling, threats, put-downs.
  - c.Emotional abuse; ignoring, degrading, neglect, terrorizing.
  - d.Sexual abuse; inappropriate behavior, touching, rape.



# Child Safeguarding Policy

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## **Prevention:**

1. All coaches need to be aware of types of abuse as detailed above.
2. Coaches across Continents Bill of Rights. All coaches must accept these and behave according to the actions as detailed. Coaches must ALWAYS protect and NEVER abuse children and young people in their care.

## **Responding and Reporting:**

1. Coaches should deal sensitively with any child or young person who confides that they have been abused. How?
2. Coaches should report to Partner Programs any incidents of child abuse by other coaches. To whom?

## **Conclusion:**

The session will end with question & answers (if necessary), and a locally relevant agreement (such as shaking hands, signing a document, or verbally stating their commitment) that all coaches will always adhere to the CAC Child Safeguarding Policy. Examples of this agreement could include a handshake and verbal agreement, signing a copy of the agreement, or placing their signature in a large group pledge to protect children. The CAC senior staff will decide which will be most effective and appropriate and will record the form of agreement. All coaches participating in our annual training must participate in this session in order to receive a certificate at the conclusion of training.

Link for Respect in Sports certification:

[https://activityleaderus.respectgroupinc.com/koala\\_final/start.jsp](https://activityleaderus.respectgroupinc.com/koala_final/start.jsp)

## **Contact information: Saraswati**

Email ID: [saraswati@coachesacrosscontinents.org](mailto:saraswati@coachesacrosscontinents.org)



# Peace and Child Rights



Coaches Across Continents' Child Protection Policy is based upon the UN Convention on the Rights of the Child. Specifically this states that children/young people have the right to be protected from violence and abuse, physical or mental. This starting point is a deficit model, in that it highlights necessary protections for children. However, by further creating a Bill of Rights, Coaches Across Continents operates constructively and advocates a Child Rights Policy, which includes the right to kindness, equality, safety, and entitlement. These, when implemented, are positive hallmarks of 'peace', not merely the absence of abuse.

## **Philosophy:**

CAC's philosophy for ensuring child rights requires coaches to actively develop every child's sense of his/her self worth within a 'safe space' deliberately created as part of the programme.

## **Practice:**

CAC's research reveals that in many countries the law does not safeguard children.

Cultural disciplinary practices are often based on physical violence. There is widespread sexual abuse within communities. Taken for granted cultural norms affect the attitudes and behaviour of coaches. It is therefore crucial to influence coaches' attitudes and develop their knowledge and skills. As advocates for child protection and child rights, they have potential to subsequently influence cultural values throughout their community.

CAC's Child Protection Workshop is designed to foster empathy whilst providing information and increasing knowledge.

An initial role-play shows a small child next to a large adult, illustrating how inadequate, weak, inferior, and dependent children feel. This image engage hearts as well as minds, engenders community responsibility for safeguarding children and ignites the desire to be role models and advocates for cultural change. Subsequently coaches publicly sign a promise to protect children and commit to action. They confirm these commitments with a handshake.

# Peace and Child Rights



Information is given on the forms abuse can take, plus ways of addressing child protection violations. Furthermore, the CAC curriculum provides for ongoing role-modeling, experience, and discussion on treating young people with kindness and respect, demonstrating equality and entitlement and creating safe spaces for personal growth and development. CAC's unique On-Field curriculum of soccer games reinforces key messages: be aware, consider alternatives, and take action.

CAC's culturally sensitive policy is adaptable to different contexts. As Self-Directed Learners, coaches identify locally relevant child protection and peace issues and create and coach soccer games to address them.

Empathy and information enhance child protection plus children's right to peace within their community.

## **Why is this important?**

It is clearly desirable to protect children from abuse and to keep them safe. To further support them to develop their personal capabilities, plus a sense of self-esteem, has benefits for an individual's life-long learning together with their capacity to make meaningful contributions to their families and communities. Everyone benefits. Every action has a ripple effect. CAC's initial question, "What does it feel like to be a child here?" invites questioning of previously taken for granted cultural assumptions.

Resultant discussion changes both the coaching and community landscapes. Coaches Across Continents WISER monitoring and evaluation findings support this perspective. Some aspects of safeguarding children challenge cultural beliefs. Community leaders from across our network of 100+ countries have expressed concerns such as:

- Whether questioning tradition leads to more harm than good?
- Does safeguarding and equality in sport highlight the problems of disabled children being abused and discriminated against?

Local coaches and children use social media, such as Facebook and Twitter, to circulate their thoughts. CAC publishes a regular blog read across coaching communities. Asking questions, promoting open discussion, and sharing ideas through social media impacts the wider community in immeasurable ways, influencing attitudes, changing behaviours and altering mindsets.



# Community Empowerment to Ensure Human Rights: Guiding Principles

## Developing Partner Practices through Purposeful Play & Advocacy

### Introduction:

Throughout the world, organizations use CAC's Purposeful Play and Education Outside the Classroom to impact their communities. From our experience as a Pioneering member creating the UN's International Safeguards for Children in Sport, as well as our own Child Protection Policy, Peace and Child Rights, Women's Rights Policy, and Theory of Change, in addition to our work in communities of all types across 6 continents, CAC has developed our Community Empowerment to Ensure Human Rights Guiding Principles. Community Empowerment is a vital component of creating safe community environments where community members are an active part of promoting, protecting, and ensuring all individual rights, especially the rights of traditionally disadvantaged or discriminated against persons or groups. These guiding principles will influence our partnerships and help create strong community protections throughout our collaborative network, and to help communities understand the role Purposeful Play can have in this process.

### Definition of Community Empowerment to Ensure Human Rights:

CAC Community Empowerment to Ensure Human Rights is a continuous process to empower communities to recognize and ensure all community and individual rights, including safety from all forms of abuse and neglect. Strong Community Empowerment creates an environment through mutual care for one another for the promotion of peace and individual human rights.

### Why is Community Empowerment to Ensure Human Rights Important?

Guiding Principles are needed to create a safe community environment where community members are an active part of promoting, protecting, and ensuring all individual rights as outlined by key UN Documents including the Universal Declaration of Human Rights (UDHR), UN Convention on the Rights of the Child (UNCRC), and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

### Coaches Across Continents Believes:

- Community Empowerment to Ensure Human Rights is based upon the shared sense of responsibility within a community where individuals provide care for one other.



# Community Empowerment to Ensure Human Rights: Guiding Principles

## Developing Partner Practices through Purposeful Play & Advocacy

- By endorsing the necessity for Community Empowerment, community members are encouraged, mobilized, and supported to take an active protective role within their community.

### **Community Empowerment strengthens and builds caring communities.**

- Community Empowerment recognizes and ensures the rights of all individuals and safety from all forms of abuse.
- Community Empowerment is a process through which cooperation and collaboration leads to the creation of systems and practices for the protection of all community members, especially vulnerable individuals.
- Coaches Across Continents' role is to advocate for and support communities in building a network of caring individuals to promote and ensure individual rights through strong Community Empowerment.

### **Community Empowerment to Ensure Human Rights is Different & Necessary Across All Communities and Contexts:**

CAC's Community Empowerment through Purposeful Play is different and necessary across all communities and contexts globally. It is influenced on various circumstances including:

- Different contexts and locations, such as rural/urban, country, continent, and available resources
- Different cultural and historical backgrounds including existing laws, as well as traditional, religious, and cultural practices
- Increased importance in communities experiencing radical change including emergency situations, such as refugee / displaced persons situations, humanitarian crisis, natural disasters, and more

### **Policy into Action (how these Guiding Principles Influence Practices):**

Coaches Across Continents adopts a community-based approach with all the communities and people it serves. CAC requires that community partners, through consultation and participation, engage meaningfully and substantively in all aspects of programs that affect them, and initiate, implement, and monitor their required changes in accordance with CAC's Theory of Change.

CAC provides community partners with a structure of building blocks with which to create their own Community Empowerment and Protection policies.



# Community Empowerment to Ensure Human Rights: Guiding Principles

## Developing Partner Practices through Purposeful Play & Advocacy

### **In established communities:**

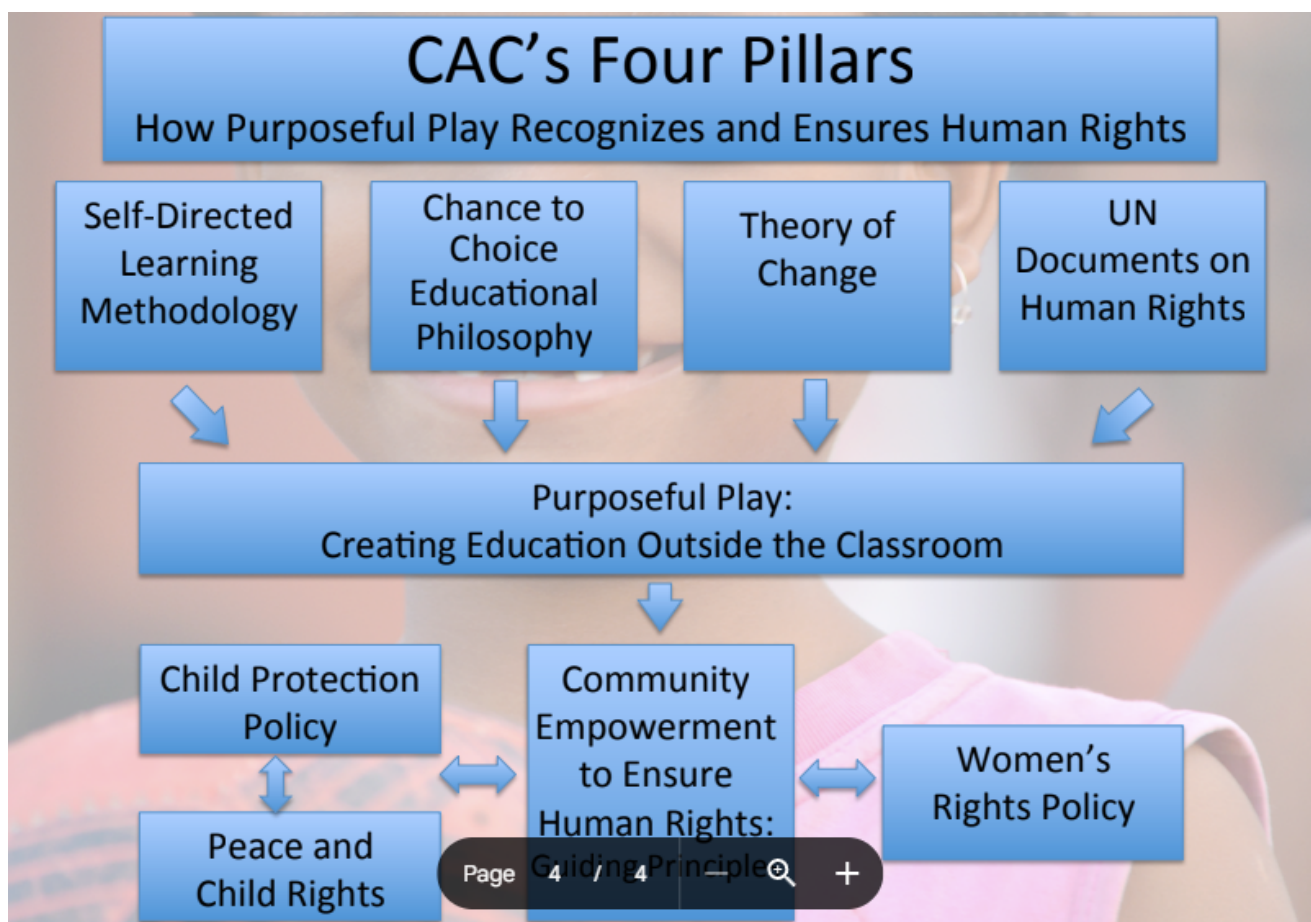
1. Through Purposeful Play and Education Outside of the Classroom, focus is placed upon raising awareness of child rights and women's rights through CAC-led workshops and curriculum. These provide a foundation for the creation of community based children's and women's rights policies, as well as the protection of all vulnerable individuals.
2. Through Process Consultancy, CAC supports partners to create and implement their own protection policies.
3. CAC supports community partners to question harmful traditional, religious, and cultural practices in order to create and implement policies that align with established UN values for human rights.

### **In communities experiencing radical change:**

1. CAC initiates positive actions to engage communities. Through Education Outside the Classroom, CAC works swiftly to embed the principles of Purposeful Play with community partners, focusing on conflict resolution by building cooperative and collaborative problem solving skills.
2. Through an inclusive and transparent approach, which facilitates trust and buy in by key stakeholders, CAC partners with communities to develop situational analysis and shared understanding of their specific history and current context.
3. CAC supports communities to recognize, clarify, and address the rights and needs of individuals, with a particular focus upon vulnerable groups, as established by key UN documents for human rights.
4. Through Process Consultancy, CAC works with community residents to identify problems and collaborate on implementing solutions, which recognize and ensure community and individual rights, including prevention of abuse and exploitation, policy creation, and public advocacy.
5. CAC's structured partnerships focusing on Community Empowerment Ensuring Human Rights, strengthens community members to develop transferable skills so they are able to independently respond to future emergencies.

### **Conclusion**

Coaches Across Continents' partnerships including Purposeful Play and Education Outside the Classroom are a vital component to create safe environments where community members are an active part of promoting, protecting, and ensuring all individual rights, especially the rights of traditionally disadvantaged or discriminated against persons.





# Social Media Policy



Coaches Across Continents social media safe guidelines are to reduce the risks of the digital revolution while enabling more children and young people to reap its benefits.

CAC is committed to ensure that all CAC staff and related personal will follow the social media guidelines to protect children from social media related dangers like cyber bullying, sexual harassment, grooming, violence, and hate speech.

## **CACs staff, Intern and related personnel:**

- Will always keep the child's best interests at the forefront
- Will not reach out directly to youth participants on any social media portal- for example Facebook, Instagram, twitter (no personal chat, friend request send/accept).
- Cannot post children's photos, videos, personal information and screenshots on their personal social media handles unless they are shared from the official CAC social media channels which have been properly vetted for consent. (For example, WhatsApp status, Facebook, Instagram, twitter, TikTok, etc.)
- Will not engage in unofficial groups (WhatsApp/Instagram, Messenger) with the purpose of communicating directly with youth
- Will only reach out to children (if necessary) through proper channels; for example, through the organization the child is connected to or through their parents/guardians.
- Are strictly prohibited to show any kind of content containing swearing/strong and sexual language, sexting, pornography material, sites that encourage vandalism, crime, terrorism, racism, eating disorders, suicide, pictures, videos or games which show image of violence or cruelty to other people or animal, gambling sites, unmoderated chatrooms and any form of child sexual abuse image.
- If CAC needs to create any content (videos or photos) that involve children it will have consent of the child's guardians, and their partner organization through the local partner organization's social media policies.

Social media guideline violations will be treated like any other policy violation and the same disciplinary procedures will apply.

# Social Media Policy



## CAC's partner organizations:

There are two motivations for this section:

First, through our work we engage with a number of stakeholders (governments, private sector, parliamentarians, civil society) who often have different priorities and models of work. Navigating this complex environment requires CAC to have a strong understanding of the challenges and policy implications, as well as a uniform position grounded in the rights of the child.

**As CAC do not work directly with the children the other motivation is to highlight conflicting issues to help us devise policies that maximize child welfare and wellbeing with our partner organizations.**

- Partner organizations need to have social media guidelines and localize it as per their community and/or culture. If they do not have one CAC will help them to develop these guidelines.
- Partner organizations need to have a parental consent form for using children's name/ likeness/image content on social media.
- It is strongly recommended by CAC that partner organizations need to conduct social media education sessions with their staff as well as with children on an annual basis.
- CAC respects the importance of obtaining consent from parents before partner organizations share photographs and videos of children. CAC appreciates and promotes the work of partner organizations using these materials. If CAC wishes to use specific photos for purposes like the CAC booklet or curriculum, CAC will seek consent from the respective partner organization. This ensures transparency and upholds the highest standards of child protection and privacy.



# Social Media SAFE-Education Session

One key aspect of every organization's Child Safeguarding practice is educating your leaders and staff. This is an outline for a 1+ Hour social media SAFE Education and Awareness Session that your organization can follow to create a strong culture and environment of Child Safeguarding as it relates to the use of social media. \*\*See the final comment at the bottom of this document for an action that we need from all our partners and related personnel. \*\*

## Preparation:

- Designate at least 1-hour and a time and place for your organization to discuss Safeguarding and Social Media
- The leader should be your Child Safeguarding Officer (or someone in a similar role i.e. social worker, psychologist, or an expert you invite from your community).
- Make sure everyone has a copy of your current Child Safeguarding and Social Media Policies and that they have read them in advance.
  - *Note: If you already have a policy related to Social Media please include and share this. If you do not, this may be a good time to begin developing one. Please feel free to use the CAC Social Media SAFE policy creation tool as a starting point.*
- Foster an environment that encourages engagement and communication. This may include sitting in a circle and encouraging everyone to speak openly and honestly.
  - *Tip: Sometimes setting the example by sharing a vulnerable, personal anecdote related to the content can inspire others to connect on a deeper level i.e. a time when you were affected by something you saw on social media.*
- Take notes: During the discussion you may find ways to improve your existing Child Safeguarding and Social Media policies and procedures.
- Think about WHO you need to include in this session. Is this mandatory for your organization? If so, how can you make sure everyone is involved or receives this kind of training in one way or another. You may want to ensure that voices of different parts of your organization are represented such as: children/young leaders, coaches/teachers, staff/leadership, parents/community members.



# Social Media SAFE-Education Session

- If there is a key young leader that is available and willing to participate - please invite them! If not use your imagination and knowledge of the youth in your community to channel their ideas and voices throughout this session.

## Session Objectives:

By the end of this session everyone in your organization who interacts with social media should clearly:

1. Have committed to the Social Media SAFE policy\*
  - a. \*If your organization does not yet have a policy for Social Media then you can use this session and the resource provided to develop one.
2. Have learned about SAFE use of social media and it's specific impact on your youth, coaches, organization and community
3. Have a detailed plan about educating children in your programs on SAFE use of social media
4. Understand the potentially permanent impact of any publication, be conscious of and accountable to potential outcomes of anything that you post in order to ensure that your use of social media is:
  - a. Child SAFE: Making sure the children understand the potential impacts of social media and how to navigate potentially dangerous/unsafe situations
  - b. Coach SAFE: Understanding how to create a supportive and appropriate online presence and best practices for safe interaction on social media platforms.
  - c. Organization SAFE: Developing policies and procedures related to social media use, as well as positively supporting children and coaches in their engagement with social networks.
  - d. Community SAFE: Taking responsibility for how the community is represented through social media as well as how the community engages with youth through social media. This could involve reaching out to other organizations/institutions/leaders to share ideas and make agreements around social media to ensure safety.

# Social Media SAFE-Education Session



## Introduction:

- Thank everyone for coming.
- Today we will be discussing an issue that impacts more communities every day across the world: Ensuring Social Media is SAFE

Following today we want to create an environment and culture that promotes child safeguarding and is Social Media SAFE; which means that social media platforms are Child Safe, Coach Safe, Organization Safe, and Community Safe.

## The Facts/Problems:

- Social Media is everywhere (global reach and anything could go viral).
- Social Media is permanent and lives forever. Assume everything is online at all times.
- It is inherently neither positive nor negative (like sport). But how it is used and implemented can have both positive and negative impacts.
- Social Media can be used anonymously and can be predatory (trafficking, sexual abuse, grooming, racism, bullying).
- Abuse of children through social media is still, generally, unexplored territory. Much of what happens is unknown as abusers can hide behind their devices with fake names/accounts. This means that the effects of these abuses on children, especially in communities new to this technology, is largely unknown and thus, incredibly dangerous.
- Legal ramifications for local, national (i.e. age limits, decency laws against various images, etc).
- Freedom of Speech does not mean Freedom from Consequences: Adults and organizations working with children/adolescents have a responsibility to ensure everything is Social Media SAFE.

## Activity Ideas:

- 1) In one large group, in small groups, in pairs, or individually (could start privately then share with others), discuss the following:
- Think about the difference of being a child 10-15 years ago and being a child/adolescent now in the world of social media.
- What has changed?
- How do you think you, personally, would navigate social media if you were raised on it like youth today?



# Social Media SAFE-Education Session

- Share experiences as older folks and the evolving role of technology in your lives
  - When did you get your first email?
  - When did you join a social media network?
  - How has social media affected you personally, if at all?

2) To prepare for the session, ask children of different ages in your community about what social media means to them and share their responses during this session to better understand how to manage social media platforms and ensure safety.

3) Find an account of a local or world-famous “influencer” or celebrity.

- Read through some posts and comments that might be relevant and prepare to share some that you see as healthy and positive and some that you see as unhealthy or unsafe.
- Share thoughts as a group about how seeing this account might affect a child/adolescent youth

4) Someone in the group could volunteer to share their own account and together the group analyzes the content through the lens of a child

## Awareness:

Local context. How is social media impacting your community? Discuss the questions below\*:

\*Discussion layout ideas:

- Small groups discussions with rotating flip charts
  - Put a different question (see sample questions below) on each flip chart and give each small group a certain amount of time to discuss and write down a few key points
  - Combine all flip charts at the end as the start of your more official Social Media SAFE policy (or the expansion of the policy if one is already in place)
  - Can rotate the papers manually or can leave the papers in different parts of the space (walls/ground) and have the groups move themselves around
    - If the groups move around then you can also include some fun/problem-solving elements i.e. move a ball with you and each time you rotate you find a unique/different way to move it (no hands, no feet, different body parts, practicing skills, etc.)





# Social Media SAFE-Education Session

- Small group discussions with fixed flip charts
  - The groups discuss each question internally on one flip chart paper, writing down their key points to each question
  - Combine all flip charts at the end as the start of your more official Social Media SAFE policy (or the expansion of the policy if one is already in place)
- Rotating groups of 2
  - Everyone sits in front of someone else, discusses one question and then they find a new partner to discuss the next one
  - Can use notebooks or flip charts to write down a few key points after each conversation

## Guiding discussion questions:

- 1.What social media platforms do you use? What social media platforms do the children in your org/community use? What are the differences between these platforms i.e. what is Instagram used for compared to what Twitter and Facebook etc. are used for?
- 2.Are there differences between which platforms children use and which ones adults use? If so, why?
- 3.What is social media used for in general in your community? Why do you think people post or engage through these platforms?
  - a.i.e. interconnectedness of humans and need for inclusion/recognition/identity/etc.
- 4.What is your responsibility and accountability for what you post? How can you make a conscious choice on all posts?
  - a.i.e. Do I post? What am I posting? Who am I representing other than myself? What is the potential impact?
- 5.Who do or will you follow? What could the impact be if you follow certain accounts? Who do you allow to follow you?
- 6.What are your privacy settings?
- 7.What is the role of direct messaging? What could it be used for that might cause harm?
- 8.There is a difference between a Social Media conversation and an in-person conversation. Why?
- 9.What are some possible effects of social media engagement on your community?
  - a.How might Social Media impact mental health?

# Social Media SAFE-Education Session



1. Have there been any instances of children or adolescent youth being harmed through social media, that you know of? If so can you discuss? If not - what might be some hypothetical scenarios that you can prepare for?
2. Imagine a scenario that could happen related to social media in your organization. For example: You post a story on Facebook about an achievement of your work or a celebration of a particular young person or child. The next morning when you check your account there are comments abusing one of your players (related to their skin color, gender, appearance etc.) and it has several 'Likes'. What do you do? \*\*This is just one possible scenario - you can use this or think of something else that you have seen or experienced or something even more relevant for your organization and community. You can think about:
  - a. How to make sure the child is approached/protected
  - b. How to deal with the person who made the comment(s)
  - c. How to report this
  - d. How to use this as a learning opportunity

## Responding and Reporting:

1. Coaches should deal sensitively with any child or young person who confides that they have been abused on or because of the use of social media. Clarify how this is handled within your organization.
2. Coaches should report to relevant local partnership (i.e. social workers, other non-profits, government institutions, etc.) any incidents of child abuse by other coaches. Clarify: With whom should they speak and report?
3. Organizations should have a clear plan in place if and when an issue arises due to misuse of social media by anyone connected with the organization.
4. Children should have an understanding of what is appropriate and inappropriate and know who they can turn to if they see indecency or are feeling abused online.

## Conclusion:

The session will end with question & answers (if necessary), and an agreement that all your staff and coaches will always adhere to your Child Safeguarding and Social Media SAFE Policies as discussed above. Examples of this agreement could include a handshake and verbal agreement, signing a copy of the agreement, or placing their signature in a large group pledge to safeguard children.



# Consent Form - photo and videography

## Partner Organisation and parents

I, [Parent/Guardian Name], or Partner organization (Name) hereby grant permission to Coaches Across Continents (CAC) to use photographs and videography of my child, [Child's Name], for the following purposes:

1. Inclusion in CAC's promotional materials, including brochures, newsletters, website, and videos.
2. Display on CAC's social media platforms, such as Facebook, Twitter, and Instagram.
3. Use in educational and training materials related to CAC's programs, including online courses and workshops.

### **I understand and agree to the following conditions:**

1. The photographs and videographs may be used solely for the purposes stated above and will not be used for any other commercial or exploitative purposes.
2. CAC and its partner organizations will take all necessary measures to protect the identity and privacy of the child, and will not disclose personal information without further consent.
3. If at any point I wish to revoke this consent, I will notify CAC in writing, and the photographs and videographs will no longer be used in any future materials.

I acknowledge that I have read and understood the terms of this consent form, and I voluntarily give my consent for the use of my child's photographs and videographs as described above.

Parent/Guardian Name:

Date:

Signature:

Partner Organization name:(if applicable):

Representative Name:

Date:

Signature:

Please note it's important for the partner organization to explain the contents of the consent form to parents or provide a translated version in the local language to ensure their full understanding and informed consent.



# Gender SAFE

## GIRLS & WOMEN SAFE PLAY SELF-EVALUATION

**THIS SELF-EVALUATION IS DESIGNED TO HELP YOU THINK ABOUT VARIOUS ASPECTS OF GIRLS' AND WOMEN SAFETY WITHIN A COMMUNITY PROGRAM AND TO HELP PROMOTE EQUALITY FOR WOMEN WITHIN YOUR ORGANIZATION AND WIDER COMMUNITY.**

1

### SELF EVALUATION

- The self-evaluation checklist can be used as a tool to help your organization assess how you currently manage girls and women's safety and inclusion within your organization and your programs.
- It can be used to help identify strengths and gaps within programs.
- The checklist is divided into two sections: 1) to analyze the design and execution of your program and 2) to analyze how girls and women's safety and protection is considered at an organization level.

2

### PROGRAMME DESIGN & EXECUTION

- To ensure you are providing a secure and inclusive environment for girls and women within your programs, safety must be at the forefront of all aspects of your program design.
- When designing your program, there should be specific inputs that center the perspectives, voices and unique experiences of girls and women.
- Our checklist will allow you to identify the parts of your design that help to provide a safe environment to girls and women. It will also highlight the ways in which you can add to the design to help improve this environment and become even more inclusive.

3

### ORGANISATIONAL DESIGN

- It is also important that the safety and protection of women and girls is reflected across all aspects of the organization.
- There should be appropriate strategies and policies in place, regular training on processes and an allocation of resources to ensure the continued safety of girls and women.
- Our checklist will allow you to analyze what your organization already has in place, whilst also providing you with ways in which you can grow.



# Gender SAFE

## PROGRAM DESIGN & EXECUTION CHECKLIST

ENSURING THE PHYSICAL AND EMOTIONAL SAFETY OF WOMEN & GIRLS

NAME OF ORGANIZATION: \_\_\_\_\_

SAFE PLAYING SPACE, FACILITIES AND EQUIPMENT	Yes	Working towards	Need more support
Providing a physically safe playing environment with water stations, shade, checking equipment is safe to use prior to session starting. Limiting session times if the weather is too hot or too cold.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a safe playing space which is culturally sensitive towards all women and girls. <i>(Participants should be made to feel welcomed and valued and can meaningfully participate regardless of their cultural, religious background or their disability)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A playing space that is accessible for all abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing girls and women access to a safe and private place where they can change, address needs and use the toilet before and during sessions. <i>(are sanitary products available and first aid?)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In situations where spectators may create challenges for women and girls, spaces are made secure, to prevent spectators from attending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sessions are at times that are safe for women and girls. <i>(Sessions should be run when it is safe for participants to be moving about in the neighbourhood or area. Example: routes to and from sessions should be well lit.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choices of clothing are respectful of girls' and women's choices whilst ensuring they are comfortable and able to participate during sessions. <i>(This involves recognising cultural differences as well as access to appropriate clothing like sports bras etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working towards providing or finding funding for female-appropriate clothing such as: sports bras, shorts/pants made specifically for women and girls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Gender SAFE

COACHING AND FACILITATING	Yes	Workin g towards	Need more support
Leaders and coaches of different genders are available. <i>(Organizations should strive towards having an equal and balanced leadership team)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult women always present when there is a man conducting sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leaders and coaches with gender sensitivity training. <i>(Training for men coaching women and girls, women coaching men and boys but also women coaching women/girls and men coaching men/boys)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girls and women can raise questions or concerns with the programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual health education and life skill sessions that address sensitive issues are available. <i>(These are ideally delivered in a space that is private and not accessible to outsiders, including at times boys and men. Extra sessions should be provided to educate boys and men on these issues.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safeguarding and supervision ratios are in place especially when sessions involve children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





# Gender SAFE

## ORGANISATIONAL DESIGN CHECKLIST

	Yes	Workin g towards	Need more support
A Child Protection Policy that addresses the unique safeguarding needs of particularly vulnerable girls is available. Specialised guidance and support should be available for staff who take on safeguarding responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and girls are involved in discussions about safety and the creation of policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A code of conduct that is signed by all coaches, staff, volunteers, visitors and external consultants has been completed. <i>(This should refer to inappropriate conduct such as inappropriate touching or sexual behaviours, inappropriate relationships etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A reporting and referral system for harassment and abuse for incidences within the programme and outside of the programme has been created. <i>(Ensure coaches, staff, volunteers and participants understand and receive regular training on the process)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A clear complaint and investigation processes for internal violations of policies is in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular evaluations of the policies and procedures are conducted. <i>(This is to ensure they are working, relevant and effective)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular training on safety and inclusion for all staff, volunteers, coaches and participants are provided. <i>(Training to include: ensuring physical and emotional safety of participants, adapting activities to ensure everyone can participate regardless of ability, discussing and addressing sensitive topics with adolescent girls in an emotionally safe way)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular risk assessments are completed prior to sessions beginning, including procedures for organisations to raise issues around safeguarding in their partnerships and communication activities, creating a culture that is welcoming, safe and supportive for women and girls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SAFE PLAY SELF-EVALUATION: PARTICIPANTS WITH IMPAIRMENT

**THIS SELF-EVALUATION IS DESIGNED TO HELP YOU THINK ABOUT VARIOUS ASPECTS OF PARTICIPANTS WITH IMPAIRMENT'S SAFETY WITHIN A COMMUNITY PROGRAM AND TO HELP PROMOTE EQUALITY FOR THOSE WITH DISABILITY OR IMPAIRMENT WITHIN YOUR ORGANIZATION AND WIDER COMMUNITY.**

### ★ SELF EVALUATION

- The self-evaluation checklist can be used as a tool to help your organization assess how you currently manage participants with impairment's safety and inclusion within your organization and your programs.
- It can be used to help identify strengths and gaps within programs.
- The checklist is divided into two sections: to analyze the design and execution of your program and to analyze how participants with impairments' safety and protection is considered at an organization level. It is then further divided into 4 impairment categories (Physical, Visual, Hearing and Learning), with questions exploring ways to ensure sessions are fully inclusive.

### ★ PROGRAMME DESIGN & EXECUTION

- To ensure you are providing a secure and inclusive environment for all participants within your programs; safety must be at the forefront of all aspects of your program design.
- When designing your program, there should be specific inputs that center the perspectives, voices and unique experiences of participants with impairments.
- Our checklist will allow you to identify the parts of your design that help to provide a safe environment to participants with impairments. It will also highlight the ways in which you can add to the design to help improve this environment and become even more inclusive.

### ★ ORGANIZATIONAL DESIGN

- It is also important that the safety and protection of those with an impairment is reflected across all aspects of the organization.
- There should be appropriate strategies and policies in place, regular training on processes and an allocation of resources to ensure the continued safety of participants with impairments.
- Our checklist will allow you to analyze what your organization already has in place, whilst also providing you with ways in which you can grow and where to turn for support.

## PROGRAM DESIGN & EXECUTION CHECKLIST

ENSURING THE PHYSICAL AND EMOTIONAL SAFETY OF PARTICIPANTS WITH IMPAIRMENTS



NAME OF ORGANIZATION: \_\_\_\_\_

SAFE PLAYING SPACE, FACILITIES AND EQUIPMENT	Yes	Working towards	Need more support
<p>Providing a physically safe playing environment with water stations, shade, limiting session times if the weather is too hot or too cold.</p> <p><b>Physical</b> -For impairments like spinal cord injuries, participants may have difficulty regulating their body temperature and/or perspiration. Do your sessions have the flexibility for unplanned/extra water and rest breaks, especially in hotter environments? Are any water stations or equipment easy to access, for example, placed on a table or raised surface?</p> <p><b>Hearing/Visual</b> -How are rest and water breaks communicated to your participants, can everyone fully access the information you're providing during your session, especially any safety points or instructions?</p> <p><b>Learning</b> -Is there a safe and quiet space for participants to rest if needed during a session, away from any stimulation or distractions? How is downtime managed during breaks for water and change of drill?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Ensure that equipment is safe to use prior to session starting.</p> <p><b>Physical</b> -Are ramps available to help propel a ball? Could you use a beach ball, balloon or inflatable ball to slow down the speed of the ball/drill?</p> <p><b>Hearing</b> -When giving instructions, where are you positioned in relation to the participants with a hearing impairment? Can they see your face if they lipread? Can a flag, light or visual cue be used to start/end a drill or gain attention from participants? Are drills demonstrated to give visual representation of what you're asking of them?</p> <p><b>Visual</b> -Can you adapt the equipment to make it audible, for example, placing bells or rice in targets or balls, tactile floor markers? Consider the color of equipment; avoid placing green cones on the grass.</p> <p><b>Learning</b> -Is the drill flexible and is there equipment available to make it easier or harder depending on participants needs? For example, using beach balls to slow down the speed in a drill or tennis ball to speed it up? Using a larger ball to make the drill easier, for example using a balloon instead of a tennis ball.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Providing a safe playing space which is culturally sensitive towards all participants. (Participants should be made to feel welcomed and valued and can meaningfully participate regardless of their cultural, religious background, disability or impairment)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>A playing space that is accessible for all abilities, including access to a safe and private place where they can change, address needs and use the toilet before and during sessions.</p> <p><b>Physical</b> -Is there step free access? Are there grabrails in any changing rooms, toilets or places that are uneven e.g. gravel areas? If showers are available, is there a chair or seat that can be safely used while showering?</p> <p><b>Hearing</b> -In an emergency or fire, can you communicate this visually? Do the fire alarms have a visual alert?</p> <p><b>Visual</b> -Are any steps or hazards illuminated through tactile paving, paint or lighting? Are there contrast in colors in tiled areas between the wall and floor?</p> <p><b>Learning</b> -Will any changing areas be locked during the session? Is it somewhere safe and quiet participants can return to during the session? The session can be made more accessible with consistent timings and schedules, for example, starting at the same time or day, every week or following a similar structure in session plans, it can be helpful to communicate plans for the session to participants ahead of time.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In situations where spectators may create challenges for participants, especially those with an impairment, spaces are made secure to prevent spectators from attending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sessions are at times that are safe for participants with impairments. <i>(Sessions should be run when it is safe for participants to be moving about in the neighborhood or area. Example: routes to and from sessions should be well lit.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working towards providing or finding funding for adapted equipment such as: audible balls, sports wheelchairs, ramps, running blades or prosthesis, tactile markers, balloons or beach balls, flags and equipment to give visual cues or instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COACHING AND FACILITATING	Yes	Working towards	Need more support
Providing leaders and coaches with disability sensitivity training, empowering a 'ask first mentality' - Ask the participant how they would best feel included/active in the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants with impairments can raise questions or concerns with the programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safeguarding and supervision ratios are in place especially when sessions involve children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## ORGANIZATIONAL DESIGN CHECKLIST

	Yes	Workin g towards	Need more support
A Protection Policy that addresses the unique safeguarding needs of those with disability or impairment is available. Specialized guidance and support should be available for staff who take on safeguarding responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Those with impairments are also involved in discussions about safety and the creation of policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A code of conduct that is signed by all coaches, staff, volunteers, visitors and external consultants has been completed. <i>(This should refer to inappropriate conduct such as inappropriate touching including that of any participants mobility equipment, sexual behaviours, inappropriate relationships etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A reporting and referral system for harassment and abuse, for incidents within the programme and outside of the programme, has been created. <i>(Ensure coaches, staff, volunteers and participants understand and receive regular training on the process)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear complaint and investigation processes for internal violations of policies are in place and regular evaluations of the policies and procedures are conducted. <i>(This is to ensure they are working, relevant and effective)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular training on safety and inclusion for all staff, volunteers, coaches and participants are provided. <i>(Training to include: ensuring physical and emotional safety of participants, adapting activities to ensure everyone can participate regardless of ability, discussing and addressing sensitive topics in an emotionally safe way)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular risk assessments are completed prior to sessions beginning, including procedures for organizations to raise issues around safeguarding, in their partnerships and communication activities. Creating a culture that is welcoming, safe and supportive to any participant, Including those with a disability or impairment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Incident form (including injury)

Name: \_\_\_\_\_  
Email: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Role within CAC: \_\_\_\_\_

Date of the report: \_\_/\_\_/\_\_\_\_ Time of report: \_\_. \_\_ am/pm

Incident was detected/observed/ discovered on:

Date & Time: \_\_\_\_\_

Location: \_\_\_\_\_

With whom: \_\_\_\_\_ Child \_\_\_\_\_ Adult

Details of incident:

Submitted to (Full Name, Role in CAC and date): \_\_\_\_\_





# Incident management process in CAC

In situations where an external investigation is deemed necessary, **the CAC internal investigation committee must seek approval from the full Board of Directors.** The authorization for any Independent External Investigation can only be granted through a unanimous decision of the Board. This requirement ensures that the Board holds the exclusive authority to initiate and approve an independent external investigation, emphasizing the importance of an impartial and rigorous process. All external investigations will be handled by the Board. By adhering to this policy, CAC guarantees transparency, accountability, and the application of best practices in addressing safeguarding concerns within the organization.



## Reporting references for survivors or persons at risk:

For raising the concern and report in Coaches Across Continents (CAC)



Saraswati Negi (India Based)

email id- [saraswati@coachesacrosscontinents.org](mailto:saraswati@coachesacrosscontinents.org), Phone and whatsapp- +91 9205170160.

Below are the details of organization's that one can reach out to when seeing any breach of the policy and procedure. CAC suggests that our partner organizations should identify these services in their own countries, states and communities and create their own reference sheet to make it accessible to your organization's children and adults.

### 1. Organizations: Women's Aid Organisation (WAO)

Language: English, Bahasa Malaysia, Burmese, Hakha, Tedim, Falam, Zaniat, Mizo, Kachin, Rohingya, Somali, Arabic, Swahili, Persian and Dari

Service: Case management, assistance making police report, connecting with medical aid, mental health support, shelter

Operating Hours: 24 hours, Monday to Sunday

Call: 03-30008858

TINA WhatsApp Service:

018-9888058

### 2. International Catholic Migration Commission (ICMC)

Language: Rohingya, Burmese, Arabic, Somali

Case management, mental health and psychosocial support services, shelter, referrals to appropriate services

Operating Hours: 9.00am-9.00pm, Monday to Sunday

Burmese, Rohingya & English (Klang Valley): +6010 421 1274

Burmese, Rohingya & English (Penang): +6014 240 0191

Arabic, Somali & English: +6016 204 0291

Chin & English: +6013 263 1837

Email: [sgbv.my@icmc.net](mailto:sgbv.my@icmc.net)

## Question & Information



Saraswati Negi

[saraswati@coachesacrosscontinents.org](mailto:saraswati@coachesacrosscontinents.org)



+91 9205170160



<https://coachesacrosscontinents.org>



# CAC Code of Business Conduct and Ethics

## 1. Code of Business Conduct and Ethics:

This Code of Business Conduct and Ethics sets out the standards of conduct required of all officers, directors, and staff of Coaches Across Continents (CAC) and related personnel. It should be read in conjunction with the PSEA Policy, Whistleblower Policy, Child Protection Policy, Anti Bribery Policy, Travel SAFE, Gender SAFE, Consultancy agreement, Incident form, Social Media SAFE, Code of Conduct, and all other CAC policy documents outlined in the SAFE Learning Hub.

### **The objective of this code is to promote:**

- Honest and ethical conduct
- Compliance with the applicable governmental laws, rules and regulations
- There is a mechanism to empower staff and CAC related personnel to report violations, abuse and misconduct. The prompt internal reporting of any violations of this code.
- Violation of this code will lead to disciplinary action.

## 2. Honest and Ethical conduct

All officers, directors and employees and related personnel are required to act honestly and ethically in the conduct of business activities for CAC. Officers, directors and employees and related personnel owe a duty to CAC to advance its legitimate interests to the best of their abilities. CAC personnel are required to act in a professional and respectful manner at all times, even when off the field as they are representing the brand and the brand's reputation. We would not appreciate drunken disorderly behavior, verbally offensive outbursts, or any form of bullying.

A 'conflict of interest' exists when a person's private interest interferes or appears to interfere with the interests of CAC. A conflict situation can arise when an employee, independent contractor, board member, global citizen, step up athletes takes actions or has interests directly or indirectly, that make it difficult to perform his or her work for CAC objectively and effectively.

Conflicts of interest also arise when an employee, independent contractor, board member, global citizen, step up athletes of his or her family, directly or indirectly, receives improper personal benefits as a result of his or her position in CAC.

An employee who has any doubt as to whether any conflict of interest exists or would exist in any particular situation should check in advance with the Founder.

Employee, independent contractor, board member, global citizen, step up athletes are prohibited from:

- Taking opportunities for personal gain that are properly within the scope of CAC's activities.
- Using corporate property, information or position for personal gain, or depriving CAC of its rights, benefits or legitimate interest as an asset
- Competing with CAC in business opportunities



## CAC Code of Business Conduct and Ethics

### **3 Confidentiality**

CAC staff and related personnel and employees and related personnel should maintain the confidentiality of information entrusted to them by CAC. Confidential information includes all non-public information that might be of use to competitors or harmful to CAC or its customers, if disclosed. The obligation to safeguard confidential information continues after employment with CAC ends.

### **4 Protection and Proper Use of Company Assets**

All officers, directors and employees and related personnel should protect CAC's assets and ensure their proper and efficient use. Theft, carelessness and waste have a direct impact on CAC's profitability. All of CAC's assets should be used only for its legitimate business purposes.

All officers, directors and employees and related personnel of CAC will ensure that all devices used for business purposes have effective active anti-virus protection to protect the data of Coaches Across Continents and all of our partner organizations. Any potential breach of data on a Coaches Across Continents officer, director and employee and related personnel device must be reported immediately to an appropriate member of senior management who will take appropriate action.

### **5 Compliance with Laws, Rules and Regulations**

Different laws, rules and regulations apply in the various jurisdictions in which CAC does business. All employees and related personnel are expected to comply with the laws of the country in which they operate. These laws and policies include the Foreign Corrupt Practices Act, the Bribery Act 2010, the OECD Anti-Bribery Convention, competition laws and money laundering laws. For details relating to the application of the Bribery Act, see the Anti Bribery Policy.

### **6 Reporting of Any Illegal or Unethical Behavior**

Ethical behaviors are actively promoted and encouraged in all CAC's business activities. Employees and related personnel are encouraged to talk to any member of the Executive Management Team at any time if there is any doubt about the best course of action in a particular situation. If any such person is directly or indirectly involved in the conflict-of-interest matter being reported, he or she must report it to an appropriate member of senior management not involved in the matter giving rise to the conflict of interest.

Each person is required to report any potential violation of law, rules or this Code of which he or she is aware to the senior staff Team (EMT) or Founder. If the conflict-of-interest matter involves the EMT as a whole, the matter should be reported to a member of the Board who is not on the EMT. Violations may be reported in confidence. Retaliation in any form against any person for complaints or reports made in good faith under this Code will not be tolerated.



## CAC Code of Business Conduct and Ethics

### 7 Violations of this Code

Each officer, director and employee and related personnel has a personal responsibility to ensure that he or she abides by the Code, not only with the letter, but the spirit of the Code. Management has the additional responsibility of fostering a culture in which compliance with the policies of CAC and all applicable laws is at the core of CAC's business activities. Concerns about appropriate conduct must be properly addressed with care and respect.

The values and responsibilities set out in this Code are important and must be taken seriously. Accordingly, violations of these values and responsibilities will lead to disciplinary action in accordance with CAC's Disciplinary Policy and Procedures.

### 8 Conclusion

This Code of Business Conduct and Ethics was adopted by Coaches Across Continents in January, 2013 and reviewed annually and revised as necessary. This current Code of Business Conduct and Ethics was adopted by the Board of Directors and signed for and on behalf of the Board of Directors by the Founder.

Signature: \_\_\_\_\_

NAME (print): \_\_\_\_\_

Role in CAC: \_\_\_\_\_

DATE: \_\_\_\_\_