



Coaches Across Continents

CAC SAFE: Child Safeguarding Handbook - I

Since: 2008



COMPREHENSIVE SAFEGUARDING POLICIES

THIS HANDBOOK IS YOUR GUIDE TO ENSURING THE SAFETY AND WELL-BEING OF ALL CHILDREN INVOLVED IN OUR PROGRAMS RELEVANT FOR ALL CAC STAFF, COACHES, INDEPENDENT CONTRACTORS, PARTNER ORGANIZATIONS, VOLUNTEERS AND RELATED PERSONNELS.

Latest Revision on: February 20, 2025



Contents

Page 4

Child Protection &
Safeguarding Policy

Page 9

Peace and Child Rights

Page 11

Community Empowerment-
Human Rights

Page 15

Social Media SAFE
Policy

Page 17

Social Media SAFE -
Education Session

Page 23

Consent - Photo and
videography

Page 24

Gender SAFE Self Audit
Toolkit

Page 28

Inclusion Self Audit
Toolkit

Page 32

Play SAFE Self Audit
Toolkit

Page 37

Self - Directed Learnings Toolkit

Page 44

Incident form

Page 45

Incident management
process in CAC

Page 46

Code of Business
Conduct and Ethics

Page 49

Reporting References



Coaches Across Continents

CAC Child Protection & Safeguarding Handbook - I

At Coaches Across Continents (CAC), safeguarding is at the core of everything we do. We are committed to ensuring the safety, well-being, and rights of all children in our programs, both on and off the field.

CAC SAFE is the only child protection education program that works on five levels: Child SAFE, Coach SAFE, Organization SAFE, Community SAFE, and Social Media SAFE. This approach educates all stakeholders involved in Sport and Play, fostering an embedded culture of child safeguarding.

This handbook provides a comprehensive framework for child protection, including policies, toolkits, and appendix that guide best practices, reporting mechanisms, and accountability measures. It applies to staff, interns, global citizens, independent contractors, partner organizations, and anyone working with children.

- Our Commitment to Child Safeguarding
- Protecting every child's physical, emotional, and psychological well-being.
- Ensuring safe environments in all CAC programs—on-field and online.
- Empowering communities to recognize, prevent, and respond to harm.
- Upholding the principles of the United Nations Convention on the Rights of the Child.

By adhering to this handbook, we commit to creating a culture of safety and trust, where every child is respected, protected, and given the opportunity to thrive.

Together, we can build a world where sport and play empower children while safeguarding their rights.

Thank you for your dedication to child protection. You can visit [CAC SAFE](#) site to learn about CAC SAFE.

Child Protection & Safeguarding Policy



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 Protection & Safeguarding Policy



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 Protection & Safeguarding Policy



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 Protection & Safeguarding Policy



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 Protection & Safeguarding Policy



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

Contact information: Saraswati

Email ID: 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:

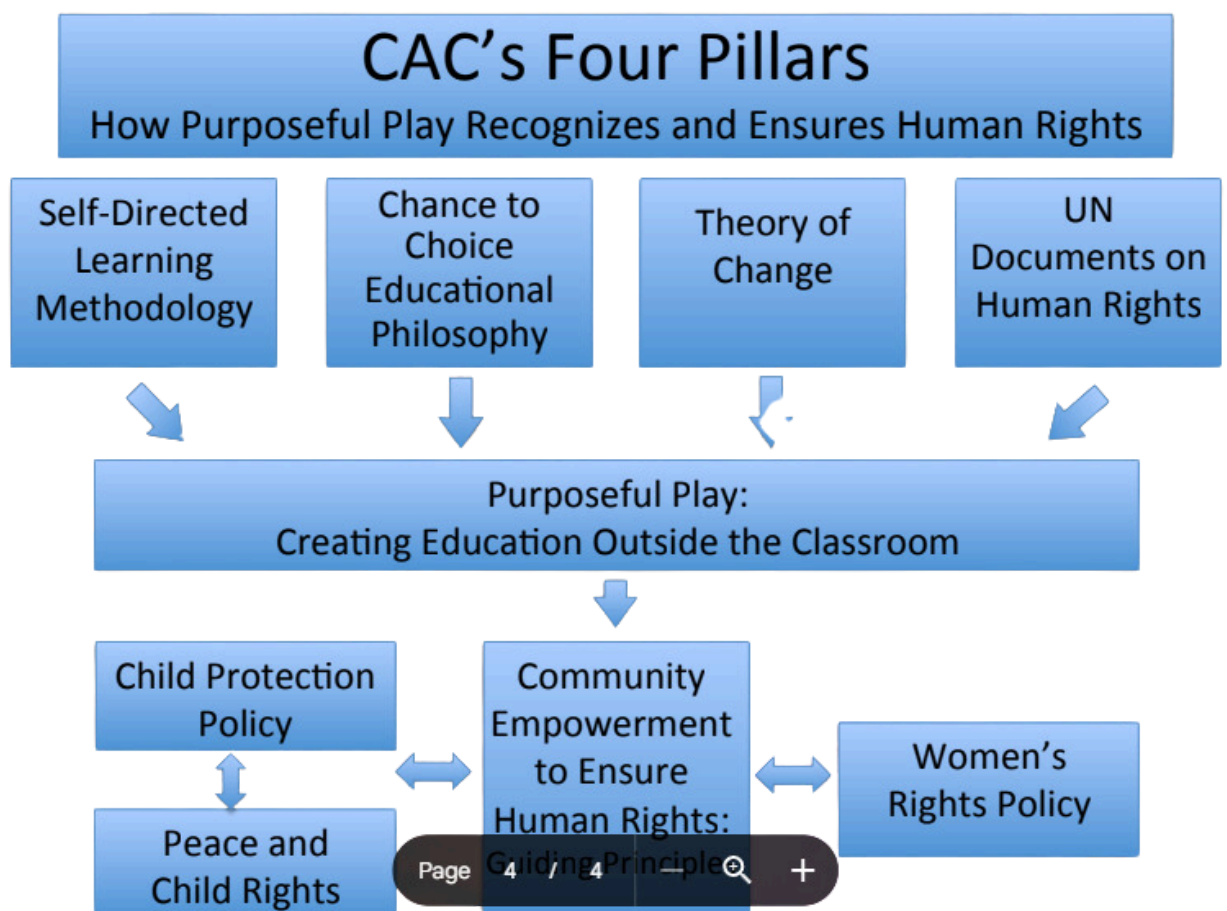
1. CAC initiates positive actions to engage communities. Through Education Outside the Classroom, CAC works swiftly to embed the principles of Purposeful Play with community partners, focusing on conflict resolution by building cooperative and collaborative problem solving skills.
2. Through an inclusive 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.

Developing Partner Practices through Purposeful Play & Advocacy





Social Media SAFE 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 SAFE 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 Policy 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.
- 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.



Social Media SAFE Policy Education 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 Policy Education Session

Introduction:

1. Thank everyone for coming.
2. Today we will be discussing an issue that impacts more communities every day across the world: Ensuring Social Media is SAFE.
3. 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:

1. Social Media is everywhere (global reach and anything could go viral).
2. Social Media is permanent and lives forever. Assume everything is online at all times.
3. It is inherently neither positive nor negative (like sport). But how it is used and implemented can have both positive and negative impacts.
4. Social Media can be used anonymously and can be predatory (trafficking, sexual abuse, grooming, racism, bullying).
5. 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.
6. Legal ramifications for local, national (i.e. age limits, decency laws against various images, etc).
7. 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?
 - 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?



Social Media SAFE Policy Education Session

- 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.)
- 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)



Social Media SAFE Policy Education Session

- 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?
 - b. 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?



Social Media SAFE Policy Education Session

10. 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 Organization 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 Self Audit Toolkit

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 Self Audit Toolkit

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 Self Audit Toolkit

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 Self Audit Toolkit

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"/>



Inclusion Toolkit

SELF-EVALUATION: PARTICIPANTS WITH IMPAIRMENT

ENSURING THE PHYSICAL AND EMOTIONAL SAFETY OF PARTICIPANTS WITH IMPAIRMENTS

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	Workin g 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>Physical -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>Hearing/Visual-How are rest and water breaks communicatedto your participants, can everyone fully access the information you're providing during your session, especially any safety points or instructions?</p> <p>Learning-Is there a safe and quiet space for participantsto 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>Physical-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>Hearing-When giving instructions, where are you positionedin 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>Visual-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>Learning-Is the drill flexible and is there equipmentavailable 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>Physical-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>Hearing-In an emergency or fire, can you communicatethis visually? Do the fire alarms have a visual alert?</p> <p>Visual-Are any steps or hazards illuminated throughtactile paving, paint or lighting? Are there contrast in colors in tiled areas between the wall and floor?</p> <p>Learning-Will any changing areas be locked duringthe 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. (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.)	<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	Working 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"/>



Play SAFE Self Audit Toolkit

A TOOLKIT FOR CHILD PROTECTION IN SPORTS AND PHYSICAL ACTIVITIES

THIS TOOLKIT HELPS ORGANISATIONS TO CHECK YOUR SAFEGUARDING PRACTICES IN SPORTS AND PHYSICAL ACTIVITIES, HIGHLIGHTING STRENGTHS AND AREAS FOR IMPROVEMENT. IT GUIDES THROUGH ASSESSING COMPLIANCE WITH SAFETY STANDARDS AND PLANNING FOR ENHANCED CHILD WELL-BEING, TAKING INTO ACCOUNT LOCAL LAWS, LEGISLATION, AND GOVERNING BODIES PERTAINING TO CHILD SAFEGUARDING IN SPORTS. IT IS UNDERSTANDABLE THAT SOME QUESTIONS IN THIS TOOLKIT MAY BE IRRELEVANT TO YOUR ORGANISATION DUE TO DIFFERENCES IN RESOURCES AND OTHER ASPECTS OF ORGANISATIONAL CULTURE, AND IT IS AT YOUR OWN DISCRETION TO DECIDE IF YOU ACT ON THOSE ELEMENTS OF THE TOOL KIT.

1. POLICIES AND GUIDANCE

This section assesses the clarity, comprehensiveness, and effectiveness of the safeguarding policies and guidelines. By reviewing these aspects, organizations can ensure that children in their programs are aware of their rights, understand safety procedures, and know how to report any concerns or incidents.

This section also helps organizations evaluate their response protocols for injuries and emergencies during sports and play activities, ensuring that appropriate measures are in place to prevent and respond to injuries effectively.

2. TRAINING AND EDUCATION

- This section focuses on evaluating the training programs provided to staff members and volunteers to equip them with the necessary knowledge and skills for safeguarding children during sports and play activities.
- Partner organizations can assess the adequacy of their training content, frequency, and delivery methods to ensure that all personnel are well-prepared to identify and address safety risks, respond to emergencies, and promote positive interactions with children.

3. RISK ASSESSMENT AND MANAGEMENT

- In this section, partner organizations evaluate their processes for identifying, assessing, and mitigating risks associated with sports and play activities. By conducting thorough risk assessments and implementing appropriate risk management strategies, organizations can minimize the likelihood of accidents, injuries, and incidents during program delivery.
- This includes assessing environmental hazards, ensuring the suitability of equipment and facilities, and modifying activities to match participants' abilities.

4. REPORT AND MECHANISM

- This section focuses on evaluating the procedures for reporting and addressing child protection concerns, injuries, and emergencies within the organization. Assess the accessibility, clarity, and effectiveness of reporting mechanisms for staff members, volunteers, parents, and participants. By ensuring that individuals know how and where to report incidents or concerns, organizations can facilitate prompt intervention, support, and follow-up actions.
- Additionally, organizations can review their processes for reviewing and addressing reported incidents to improve transparency, accountability, and the overall safety culture within their programs.



Play SAFE Self Audit Toolkit

5. HEAD SAFE

For organizations utilizing contact sports as a tool for youth development, ensuring child safety and protection is paramount. The Play Safe toolkit has been developed collaboratively by Coaches Across Continents (CAC) and Head Safe Football, an organization focusing on football-related brain disease, particularly Chronic Traumatic Encephalopathy (CTE).

This toolkit aims to help assess and enhance child safeguarding measures within contact sports programs (especially football). It provides organizations with a structured approach to evaluating current practices, identifying areas for improvement, and ultimately creating safer environments for young players to thrive in.

NAME OF ORGANIZATION: _____

1. POLICIES AND GUIDELINES	Yes	Working towards	Not relevant for now
Do children in your programme know that there are guidelines that both adults and children should follow to keep everyone safe?			
Does your safeguarding policy explain how to best manage your sessions to reduce possible injuries to children?			
Does your safeguarding policy discuss the procedure to follow if children in the program are injured?			
Do you have a code of conduct for staff members, volunteers, visitors, donors, and other personnel that outlines expectations for safeguarding children during sports and play activities?			
Do you have a planned schedule within your health and safety policy to check and maintain all equipment and facilities?			
Do your policies and guidelines state that the appropriate size equipment should be used for the age and stage of development of the participant.			



Play SAFE Self Audit Toolkit

2. TRAINING AND EDUCATION	Yes	Working towards	Not relevant for now
Does your organization provide training to staff members and volunteers to ensure they are equipped with the knowledge and skills necessary to safeguard children during sports and play activities?			
Are all coaches and volunteers trained on how to properly use sports equipment and enforce safety rules during activities?			
Do your staff feel confident to make an 'in the moment' assessment of risks and hazards and how to mitigate risk?			
Is there ongoing safety training for staff and volunteers to keep them updated on best practices for injury prevention?			
Is there always a person present who is trained in first aid and CPR during sports and physical activities?			
Do you have the information to share with your staff to provide additional training which will broaden their knowledge and experience of safeguarding and first aid?			
Do you have additional training for the designated safeguarding officer to manage their responsibilities and act in the best interest of the child?			
Do you deliver child rights games to inform children of the rights in accordance with your safeguarding policy?			



Play SAFE Self Audit Toolkit

3. RISK ASSESSMENT AND MANAGEMENT	Yes	Working towards	Not relevant for now
Do you assess and document the risks associated with different types of sports and play activities?			
Do you have measures in place to mitigate these risks?			
Do you monitor and evaluate the effectiveness of these measures?			
Are there specific safety guidelines and precautions in place for higher-risk activities or sports?			
Do you modify activities to ensure they are age-appropriate and within the skill level of participants to minimize the risk of injury?			
Do you comply with the governing body guidelines for sports provision at various ages and stages of development?			
Are there specific safety guidelines and precautions in place for higher-risk activities or sports?			
4. REPORT AND REDRESSAL	Yes	Working towards	Not relevant for now
Do you have a reporting system for incidents and injuries?			
Do you have a system in place for reviewing injury reports to identify patterns and address potential safety concerns?			
Do you have clear reporting procedures in place for staff members and volunteers who suspect or observe child abuse or neglect during sports and play activities?			
Do all of your reporting systems have clear instructions as to what content is required, what format the report should take, who the report is shared with and how the report is stored?			
Are parents/guardians provided with information on how injuries are handled and reported by the program?			
Are parents made aware of communication channels available to them if they suspect abuse ?			
Do participants know who they can talk to if they are concerned about themselves or someone else?			
WHISTLEBLOWING - do you have a policy , do coaches know their rights ?			



Play SAFE Self Audit Toolkit

5. HEAD SAFE	Yes	Working towards	Not relevant for now
Are players, coaches and parents educated about the risks of repetitive head impacts, such as those associated with heading the ball in football or tackles in Rugby, and the potential short term and long term consequences from brain health? (including CTE Football Dementia, mental health and cognitive function)			
Are coaches and staff members educated in practices that minimize the risk of head impacts during sports activities ? Such as reducing frequency and intensity of heading the ball in football or high impacts tackles in rugby.			
Do you consult with medical professionals, researchers, or organizations specialising in head impact prevention and treatment to stay informed about best practices and emerging research findings?			
Do you have a paragraph within your safeguarding policy which specifically addresses the issue of needing to reduce exposure to head impacts?			
Do you have specific training for coaches and staff to apply policy guidelines which reduce exposure to repetitive head impacts?			
Are coaches and staff members trained to recognize the signs and symptoms of head injuries, including concussion, during sports activities?			
Are coaches and staff members trained and confident to give first aid treatment for head injuries, including concussion?			
Do you raise awareness among players, parents, and staff members about the importance of reporting head injuries promptly and seeking appropriate medical attention?			
Are coaches and parents aware of the grassroots return to play protocols following concussion? link to Return to Play Protocols (UK)			

If the concept of reducing repetitive head impacts is new to you and your organisation please reach out to CAC for further information and training.

LOU CRAWFORD - lou@coachesacrosscontinents.org

Feel free to reach out if you would like to learn more about Safeguarding.
SARASWATI Negi - saraswati@coachesacrosscontinents.org

Self-Directed Learning Toolkit

(SELF-ASSESSMENT)



TRADITIONAL METHODS OF TEACHING HAVE FAILED COUNTLESS NUMBERS OF INDIVIDUALS, CULTURES, AND SOCIETIES. IT HAS BEEN SAID THAT INSANITY IS DEFINED AS DOING THE SAME THING OVER AND OVER AGAIN WHILE EXPECTING DIFFERENT RESULTS.

Coaches Across Continents's (CAC) Purposeful Play methodology has led to education being taken out of the classroom and placed squarely into an arena that is beloved globally, changing the dynamic of how to best educate and create free thinkers in the twenty-first century. With this in mind, CAC has been working on self-directed learning (SDL) for more than a decade and this self-assessment toolkit is a comprehensive resource empowering organizations, coaches, and young people to take control of their learning journey.

Understandably, some questions in this self-assessment toolkit may be irrelevant to your organization due to differences in resources and other aspects of organizational culture, and it is at your own discretion to decide if you act on those elements of the toolkit.

Why is Self-Directed Learning (SDL) important for your organization?

Self-Directed Learning has been integral to CAC's culture since our inception. Central to our theory of Change, SDL guides our interactions with each other, with our partners, and how we hope our partners interact with their communities. It lives in facts like CAC being an International NGO that does not claim 'Western' civilization knows best and therefore, countries around the world must follow the examples of the US and Europe. It comes to life when we work with people across the world, ask questions, listen, share, and resist imposing 'answers' in favor of discovering locally-driven solutions. And SDL gains momentum when the organizations we work with recognize how pivotal this concept of learning can be when you introduce it with youth - allowing them to identify and solve problems for themselves, indulging in their imagination and creativity, and challenging the 'adult' mindset that is often taught that it must teach, preach and direct, rather than listen, ask and support.

What is Self-Directed Learning?

Simply: SDL is when individuals direct their own learning - what they learn, why they learn it and how they engage with the learning process. CAC uses Purposeful Play as our chosen vehicle for creating opportunities for SDL.

SDL Methodology Engagement Process:

This is a self-assessment tool used to explore how your organization understands and implements Self Directed Learning for creating environments where SDL can thrive. We understand pure SDL has no limits. We also believe some structure can allow all learners, individually and collectively, to discover new possibilities.

Self-Directed Learning Toolkit

(SELF-ASSESSMENT)



THIS TOOLKIT IS DIVIDED INTO THREE LEVELS 1) YOUNG PEOPLE (COMMUNITY) LEVEL 2) COACH LEVEL AND 3) ORGANIZATIONAL LEVEL.

Participant Level: For young people themselves, this section offers resources and activities to promote self-directed learning skills such as goal-setting, self-reflection, and collaboration. It encourages young learners to embrace curiosity, explore diverse interests, and develop the confidence to pursue their passions.

Coach Level: Coaches play a pivotal role in facilitating self-directed learning among their players. This section offers practical tools and techniques for coaches to empower players to take ownership of their learning journey, enhance their coaching effectiveness, and create supportive learning environments.

Organizational Level: This section provides guidance for organizational leaders and administrators seeking to foster a culture of self-directed learning within their institutions. It offers strategies for integrating self-directed learning principles into organizational policies, practices, and professional development initiatives.



Self-Directed Learning Toolkit

(SELF-ASSESSMENT)

NAME OF ORGANIZATION: _____

Participant Level <i>These questions can be asked to young people or it can be based on the coach/organization's observation.</i>	Yes	Working towards	Not relevant for now
There is a safe space for participants to share suggestions for the challenges they face in their communities and lives.			
Participants can communicate their thoughts and feelings to the leader and the organization and there is a mechanism to do that.			
Participants feel confident to share ideas with their peers			
Young people/community actively involved in decision-making processes within the organization. For example - Young people consulted on policy development or program content/design			
Participants are encouraged to challenge rules and boundaries in a respectful and constructive way			
Young people suggest game ideas or adaptations			
Participants take ownership of their learning and personal development.			
Participants are encouraged and rewarded for creativity and critical thinking			



Self-Directed Learning Toolkit

(SELF-ASSESSMENT)

NAME OF ORGANIZATION: _____

Coach Level	Yes	Working toward s	Not relevant for now
The coach takes time to reflect on your coaching sessions and set yourself goals for future implementation			
The coach thinks of new and creative ways to make sessions exciting and avoid repetition			
The coach acts on feedback from participants and shares their opinions with the organization			
The coach creates time and space to listen to the participants views about social topics			
The coach creates time and space to listen to the participants views about the game format			
The coach allows the participants to change the rules of the game			
Part of CAC's coaching guidelines are to redefine winning, the coach changes the success criteria to reward something other than traditional goals			
Part of facilitating self directed learning relies on the coaches ability to ask questions, do you feel confident to guide learners discussion using open questions?			
The coach allows participants time to consider their answers to questions and encourages them to think creatively			
The coach relinquishes control of the activities and allows participants to find their own solutions?			

Self-Directed Learning Toolkit

(SELF-ASSESSMENT)



NAME OF ORGANIZATION: _____

Organizational Level	Yes	Working towards	Not relevant for now
Staff at every level are consulted in the development and implementation of the mission, vision and purpose of the organization			
Staff at every level are consulted in the development and implementation of the Theory of Change			
There are systems in place for staff to voice their opinionsEg regular meetings, online forms, anonymous suggestions boxes			
Staff are consulted about their job descriptions			
Staff can select from a choice of professional development opportunities/training			
Staff are not criticized for mistakes, they are viewed as a learning experiences , necessary for growth and development			
Staff feel safe, happy and confident to share with the line managers			
Staff are not micromanaged, meaning are they not monitored in everything they do			

Self-Directed Learning Toolkit

(SELF-ASSESSMENT)



SDL Methodology Engagement Process:

If you are new to SDL and want to understand it at each level, the exercise below will help you to create environments where SDL can thrive. We understand pure SDL has no limits. We also believe some structure can allow learners, individually and collectively, to discover new possibilities.

1. Choose something to focus on:

a. Ask someone in your organization/community something they want to learn

b. Pick something yourself - a social issue, question, specific theme, etc. - to address that comes up often in your work

i. Pick something that does not come up often in your work but is still relevant to your community

2. Work on your own or with your organization/community to come up with a session plan. This can include:

a. What is the objective for this session?

b. What tools do you have to reach this objective?

i. How can you use Purposeful Play? i.e. Can any existing play-based activities (or CAC games) help? If so, which ones and how can you adapt them?

ii. What materials do you need, if any?

iii. What questions can you ask to facilitate dialogue around your chosen topic? When might you ask them?

c. Who will be involved in this session?

i. How can you prepare to meet the diverse needs of the participants in this session - allowing the individuals and the group as a whole to connect with the activities?

d. Where will you deliver it?

e. Can it be offered sometime in the next week? If so, when?

f. What does success look like for this session? How will you know if you are successful?

g. What are some potential obstacles to reaching your objective? How can you prepare for them?

Self-Directed Learning Toolkit

(SELF-ASSESSMENT)



3. Deliver the session!

a. Choose some or multiple forms of documentation so we can share in the learning afterwards - i.e. photos, videos, written summaries of what happened, observations, challenges, highlights etc.

4. Reflect on the process with your Process Consultant

- a. Where and when was SDL present before, during, and/or after your session?
- b. Were there any examples of SDL observed in session participants?
- c. How was this whole process an example of SDL?

If you would want to learn more about SDL kindly reach out to - LOU CRAWFORD - lou@coachesacrosscontinents.org

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:

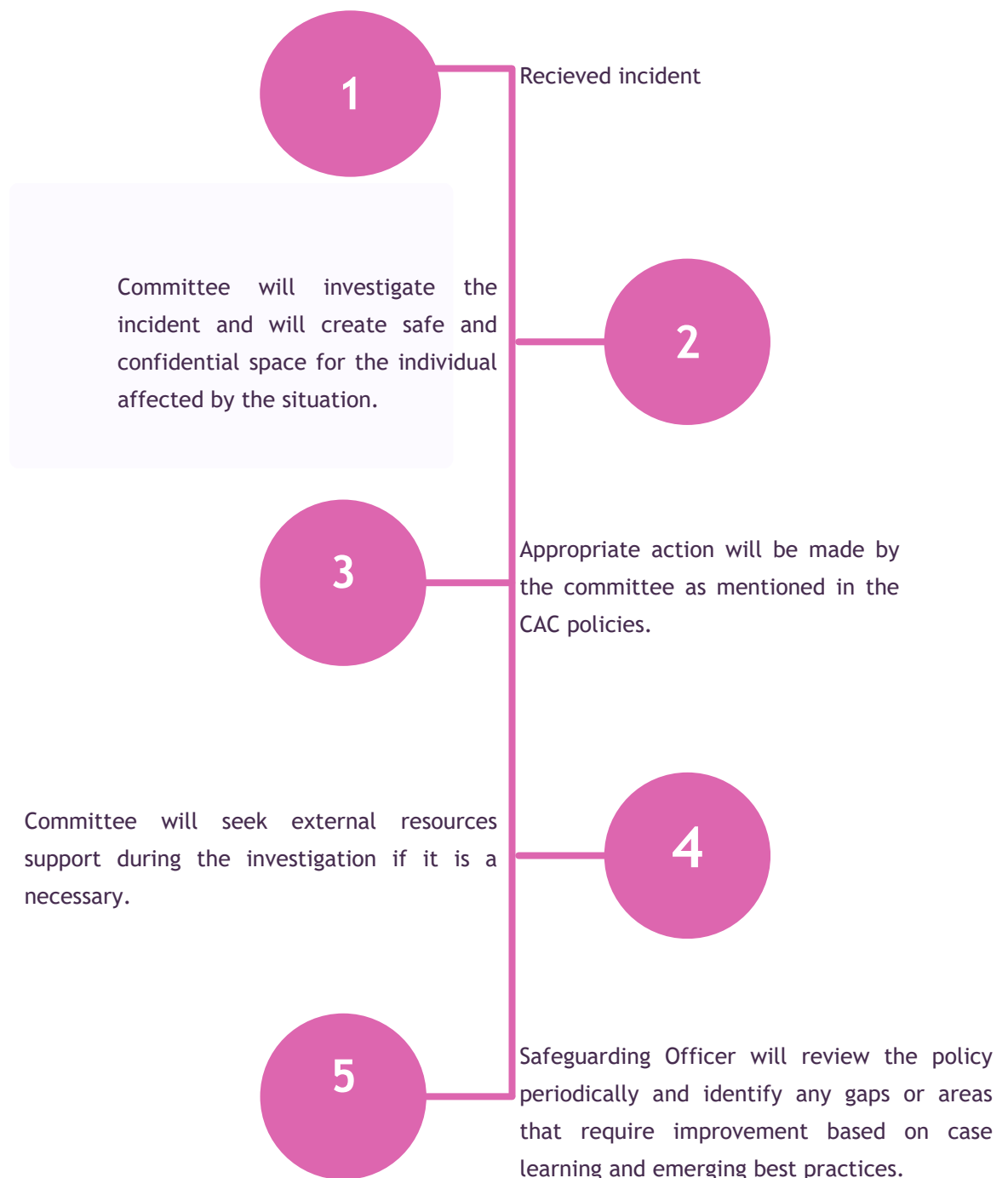
This image shows a full page of white paper with horizontal blue dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

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.





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 and related personnel 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: _____



Reporting references for survivors or person at risk

For raising the concern and report in Coaches Across Continents:

Saraswati Negi (India Based)

email id- 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

Question & Information

Saraswati Negi



saraswati@coachesacrosscontinents.org



+91 9205170160



<https://coachesacrosscontinents.org>