

Rustico Ringette Association

Policy Manual



*The Rustico Ringette Association's Constitution and By-laws were largely adopted from the Charlottetown Ringette Association's Constitution and By-laws

May 2015

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Rustico Ringette Association Policies

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1. PREVENTING BULLYING, HARASSMENT AND ABUSE POLICY

Adapted from the Hockey Canada Policy on Preventing Bullying, Harassment & Abuse Policy

It is the policy of the Rustico Ringette Association that there shall be no abuse and neglect, whether physical, emotional or sexual of any participant in any of its programs. The Rustico Ringette Association expects every parent, volunteer and staff member to take all reasonable steps to safeguard the welfare of its participants and protect them from any form of maltreatment.

It is the policy of the Rustico Ringette Association that harassment and bullying in all its forms will not be tolerated during the course of any Rustico Ringette Association activity or program. Accordingly, all Rustico Ringette Association personnel (staff, volunteers, team or on-ice officials) and partners (parents, guardians) are responsible for making every reasonable effort to uphold this commitment. Specifically, this includes refraining from harassing or bullying behaviour, responding promptly and informally to minor incidents of harassment or bullying and following local, Branch or national policy guidelines for reporting or responding to more serious complaints of harassment or bullying. Players and other participants are expected to refrain from harassing or bullying behaviour and are encouraged to report incidents of harassment or bullying.

Discipline

Any incident requiring investigation that may lead to disciplinary action must be reported to the Rustico Ringette Association Director of Coaching, President, or if necessary, any other member of the executive. Rustico Ringette will adhere to any applicable policies currently in place or that may be adopted.

All Rustico Ringette Association Coaches must read both the Coaching Association of Canada Coaching Code of Ethics and the Rustico Ringette Association's Policy on Preventing Bullying, Harassment and Abuse and must acknowledge in writing that they have read and understood both of these documents as part of their coaching application form.

What does safety for children and youth mean?

We all want our young people to be safe - keeping them safe means putting the child's best interests first.

In sports this means ensuring that the young player is treated with respect and integrity - emotionally, socially, intellectually, physically, culturally and spiritually.

What is the RRA's role in promoting safety for children?

Child abuse is a serious concern which has existed for centuries. It crosses all cultural, economic and community boundaries. The recent heightened awareness about abuse in sport has resulted from a number of courageous disclosures from athletes who have experienced emotional, physical and sexual abuse. This has led to a new drive within the sport community to protect children, youth and adults to whom sport has become an important part of life.

Protecting participants from all forms of bullying, harassment and abuse, whether emotional, physical or sexual, is an important element of safety. The Rustico Ringette Association considers any form of bullying, harassment or abuse to be unacceptable and will do all it can to prevent this intolerable social problem. To this end, the Rustico Ringette Association will promote awareness of all forms of bullying, harassment and abuse by providing educational materials and programs for participants, parents, volunteers and staff members.

POWER

Power is "the ability to get things done, the capacity to act or the ability to choose what will happen" (Tomlinson & Strachan, 1996, p. 11).

Coaches, Trainers/Safety people, volunteers and other staff have a given form of power. Being aware of personal power is critical to understanding how it can be used and misused in interacting with players and others. Bullying, harassment and abuse are the result of the misuse of power. Power comes from a variety of sources (Arnold et al, 1990; Tomlinson & Strachan, 1996) and may be used positively or negatively.

Organizational Power: Coaches are given specific authority rights and privileges as determined by their job descriptions.

Position Power: The position of coach gives them the capacity to influence others' lives.

Expert Power: Coaches are seen to have unique expertise, skills and knowledge.

Information Power: Coaches have information not only about the game but also about the people playing ringette; they also have information about the ringette culture.

Resource power: The ability to access human, technical and educational resources.

Connection Power: The connections coaches have both within and outside ringette give them power.

Network Power: Membership in formal and informal networks give coaches the ability to move and use information.

Personality Power: The power one has based on gender, ethnic identity, age, physical appearance and personal presence.

UNDERSTANDING BULLYING

Bullying is a unique phenomenon. Bullying involves a person expressing their power through the humiliation of another person. Bullying describes behaviours that are similar to harassment, but occur between children under the age of twelve, or behaviours between youth or between adults that are not linked to a prohibited ground of discrimination, and therefore, are not addressed under federal, provincial or territorial human rights laws.

Bullying is offensive, cruel, intimidating, insulting or humiliating behaviour, combined with the misuse of power or position. It can be physical or verbal; direct or indirect. Bullies are typically cruel, demeaning and hostile towards the targets of their bullying. The issue of bullying between youth under 12 years of age is not addressed by the law; however, bullying behaviour is similar to harassment in that it is defined as hurtful interpersonal mistreatment of a person.

Hurtful actions may include:

Types Actions

- Physical hitting, shoving, kicking, spitting on, grabbing, beating others up, damaging or stealing another person's property; used most often by boys
- Verbal name-calling, hurtful teasing, humiliating or threatening someone, degrading behaviours; may happen over the phone, through text messaging or chat rooms, in notes or in person
- Relational excluding peers, spreading gossip or rumours, making others look foolish; used most often by girls. This may happen in person, over the phone, through the computer.

Types of Bullying:

- Physical Bullying hitting or kicking victims or taking/damaging property.
- Verbal Bullying using name-calling, insults, negative comments and constant teasing.
- Relational Bullying trying to cut off victims from social connection by convincing peers to exclude or reject a certain person; most common among girls.
- Reactive Bullying engaging in bullying, as well as provoking bullies into attacking them by taunting.

The ten leading tactics used by bullies to control their target are:

1. Unwarranted yelling and screaming directed at the target
2. Continually criticizing the target's abilities
3. Blaming the target of the bullying for mistakes
4. Making unreasonable demands relating to performance
5. Inconsistently applying the rules so that some individuals are adversely affected while others are not, thus further diminishing and alienating the target
6. Repeated insults or put-downs of the target
7. Repeated threats to remove or restrict opportunities or privileges
8. Denying or discounting the target's accomplishments
9. Excluding or ostracizing the target from group or team activities
10. Taking credit falsely for someone else's accomplishments (Namie, 2000)

BULLYING IS NOT

- Conflict between friends/disagreements
- An argument between people of equal power
- Accidental
- "Normal" relational development challenges
- A one-time event (usually)
- Friendly teasing
- Something people "grow out of"

BULLYING IS

- Hurting behaviours based on oppression and negative relationships
- Based on a power differential

- Intentionally harmful
- Characterized by intensity and duration
- Generally repeated over time
- Oppressive and isolates the victim
- The cause of various consequences and behaviour changes

Impact of Bullying

Bullying impacts the victim, the aggressor and the other bystanders in the environment. Impacts extend beyond the bullying experience to the investigation, during intervention and often for long periods afterwards. The following excerpts from newspaper articles depict the most harmful result of bullying behaviours.

UNDERSTANDING HARASSMENT

It is difficult, if not impossible, to define harassment in black and white terms. At its extreme, harassing behaviour is easy to discern, but there are always grey areas since not everyone perceives behaviour the same way. Thus, any definition of harassment will contain a certain subjective or interpretive element. Harassment is defined as conduct, gestures or comments which are insulting, intimidating, humiliating, hurtful, malicious, degrading or otherwise offensive to an individual or group of individuals, and which create a hostile or intimidating environment for work or sports activities, or which negatively affect performance or work conditions.

Any of the different forms of harassment must be based on a prohibited ground of discrimination in human rights legislation, including race, ethnicity, colour, religion, age, sex, marital status, family status, disability, pardoned conviction and sexual orientation. Prohibited grounds vary by jurisdiction – check your applicable legislation for a complete list.

Harassment can take many forms whether physical, verbal, sexual or emotional, and most often involves a combination of these elements. Harassment may occur among anyone: between peers (e.g.: player to player of the same age group, parent to official, coach to coach) or between someone in a position of power or authority and an adult in a subordinate position (e.g.: coach to player, sports administrator to employee). It doesn't matter that a person did not mean their behaviour to be harassing or did not intend to abuse their position of power or trust. It is the effect of the behaviour that is most critical.

Types of behaviour which constitute harassment include, but are not limited to;

∅ Unwelcome jokes, innuendo or teasing about a person's looks, body, attire, age, race, religion, sex or sexual orientation.

∅ Condescending, patronizing, threatening or punishing actions, based on a ground of discrimination, which undermine self-esteem or diminish performance.

Ø Practical jokes based on a ground of discrimination which cause awkwardness or embarrassment, endanger a person's safety or negatively affect performance.

Ø Unwanted or unnecessary physical contact including touching, patting or pinching (in the case of minors, this is defined as abuse under Child Protection Legislation).

Ø Unwelcome flirtation, sexual advances, requests or invitations (if minor involved, covered under Child Protection Legislation).

Ø Behaviours such as those described above which are not directed towards individuals or groups but which have the effect of creating a negative or hostile environment.

Types of Harassment

Harassment occurs when someone attempts to negatively control, influence, discriminate or embarrass another person. Examples are displays of favouritism or dis-favouritism, subtle putdowns or ostracism, all based on a ground of discrimination.

Racism

Racism is when people are treated negatively because of their colour, racial or ethnic background. Examples include racist names, treating someone as inferior or second-rate, leaving someone out or blaming problems on them because of their religion, skin colour, or country of origin.

Sexual Harassment

Sexual harassment is unwelcome behaviour of a sexual or gender nature that negatively affects the person or the environment. Examples are questions or comments about one's sex life, sexual staring, sexual comments, unwanted touching, insults about sexual orientation and sexual assault.

Criminal Harassment

Criminal Harassment occurs when the harassing behavior contravenes Canada's Criminal Code. Commonly, behaviors threaten the victim or members of the victim's family, and may include stalking, damage on the victim's property, threats of physical or sexual assault, or extortion.

UNDERSTANDING ABUSE

Definition of a child: Child/Youth – Across Canada, a person is considered a child up to the age of 16 to 19 years depending on provincial and territorial legislation.

Abuse: Abuse is any form of physical, emotional and/or sexual mistreatment or lack of care which causes physical injury or emotional damage to a child. A common characteristic of all forms of abuse against children and youth is an abuse of power or authority and/or breach of trust.

Emotional Abuse: Emotional abuse is a CHRONIC attack on a child's self-esteem; it is psychologically destructive behaviour by a person in a position of power, authority or trust. It can take the form of

name-calling, threatening, ridiculing, berating, intimidating, isolating, hazing or ignoring the child's needs. Emotional abuse can be categorized into seven different areas, including rejecting, degrading, isolating, terrorizing, corrupting, ignoring and exploiting.

Emotional Abuse is not simply:

- Being denied ice time
- Being released from a team
- Being benched for disciplinary reasons

Physical Abuse

Physical abuse is when a person in a position of power or trust purposefully injures or threatens to injure a child or youth.

Examples: Threatening to use unreasonable physical force as punishment; use of physical force, such as hitting, slapping, punching, pinching, kicking, hair pulling, hitting with an object, shaking, pushing, burning, biting, tying up, restraining, etc.; using excessive exercise as punishment; forcing an athlete to work out until they vomit or pass out from exhaustion; throwing equipment at an athlete, such as rings, helmets, balls, clipboards, etc.; pushing or throwing athletes against the walls, boards, nets; encouraging or allowing team members to physically assault another athlete.

Neglect

Neglect is CHRONIC inattention to the basic necessities of life such as clothing, shelter, nutritious diet, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air.

Some examples of neglect occurring in a sport environment are:

- Inadequate Shelter/Unsafe Environments: Lack of maintaining equipment or facility; forcing athletes to participate without proper protective equipment
- Inadequate Clothing: Preventing athletes from dressing adequately for weather conditions or making them stay in wet clothes as punishment following a game
- Inadequate Supervision: Leaving young athletes unsupervised in a facility or on a team trip
- Lack of Medical/Dental Care: Ignoring or minimizing injuries; ignoring medical advice; not seeking medical or dental attention when warranted
- Inadequate Education: Encouraging athletes to not do homework, to not attend school or to drop out
- Inadequate Rest: Overdoing or increasing workouts as punishment; prohibiting adequate sleeping or resting time
- Inadequate Moral Guidance & Discipline: Not providing adequate supervision during team functions; hiring strippers or prostitutes; offering pornographic movies to young athletes

Sexual Abuse

Sexual abuse is when a young or less powerful person is used by an older or more powerful child, adolescent or adult for sexual gratification. There are two categories: contact and non-contact.

Examples of sexual abuse in a sport environment are:

Contact: Kissing or holding a young athlete in a sexual manner; touching a young athlete's sexual body parts or forcing a young athlete to touch another person's sexual parts; penetrating a young athlete anally or vaginally with objects or fingers; having vaginal, anal or oral intercourse with a young athlete

Non-Contact: Flashing or exposing one's sexual body parts to a young athlete; watching intrusively as a young athlete changes or showers; speaking or communicating sexually/seductively with a young athlete; showing pornographic films, magazines or photographs to young athletes; having young athletes participate in the creation of pornographic materials; forcing a young athlete to watch a sexual act performed by others; objectifying or ridiculing a young athlete's sexual body parts.

Rustico Ringette has a strict "NO TOUCH" policy.

"REMEMBER – ABUSE IS A PROTECTION ISSUE"

NOTE: Protection refers to provincial, territorial, or Aboriginal band-appointed child protective services. A child, (the age defined by provincial or territorial legislation), is in need of protection from harm if abuse or neglect is suspected. Information regarding an individual's legal duty to report and circumstances under which reporting must occur is according to provincial and territorial child protection legislation. Guidance is available from the Rustico Ringette Association or the Child and Family Services Directorate of the Provincial Department of Social Services and Seniors.

2. DISCIPLINARY POLICY

The Rustico Ringette Association fully adheres to the Disciplinary Policy laid out by Ringette PEI.

Full explanations of infractions, the reporting process, and the appeal process are located in Appendix E in the Ringette PEI League Handbook.

3. HELMET POLICY

All coaches, assistant coaches, officials, and volunteers are required to wear personal protective equipment (Helmet), while engaged in practices on the ice. This is in order to prevent injury to themselves or others, and to decrease liability of both the local association and provincial association. No waivers will be granted from this policy and this policy implementation will be immediate. This policy

change is to increase safety and to limit the possibility of legal action resulting from injury while on the ice engaged in activity sponsored by the local associations and/or provincial body.

4. DRESSING ROOM POLICY

Players are not permitted to use picture/video recording technology or phones in the dressing rooms for either games or practices. Any players found to be in violation of this policy will be subjected to a one game suspension to be served at the discretion of the Rustico Ringette board of directors.

It is recommended, when possible, no adult shall be alone in the dressing room with the players. Only designated, criminally checked, team staff are permitted in the dressing room; one of which must include a criminally record checked female. Should a U12 aged or older player require skates to be tied, she is to exit the dressing room. Exception: Parents/guardians of played including the U10 level and below are permitted in the dressing room.

There will be no male players permitted in dressing rooms from the U12 age and up. Male players may enter with team staff just before ice times. Male coaches must be accompanied by an adult female when entering the dressing room.

5. BENCH POLICY

A first aid kit, including a sealed envelope containing the medical information of each player, must be accessible by bench staff during practices and games.

A criminally record checked, certified coach must be on the bench during every game or the game will be forfeited.

A criminally record checked female must be present on the bench at all times.

If a team's first aid person is not a female, the bench female must accompany the first aider while assessing the player.

Coaches will take the shortest route on the ice while exiting the bench.

6. WEBSITE POLICY

No personal information is to be displayed on the website.

No pictures to be uploaded without parents' permission.

No offensive materials.

Home team is responsible to update team's website including scores, rescheduling etc.

Protect your child: Internet Safety

http://www.rcmp-grc.gc.ca/mb/webpages/internet_e.htm

Cybertip.ca

http://cybertip.ca/app/en/inet_safe_overview

7. EQUIPMENT POLICY

Team jerseys are distributed at the beginning of the season to a team official.

All namebars and C or A's attached to any jersey must be sewn on by hand (not by machine or ironed), and are expected to be removed at the end of the season.

At the U10 level and above, team jerseys (both black and white) are to be worn for games only. All players in the U10 division and above are expected to have their own practice jersey.

Teams and/or players are not permitted to alter numbers unless approved by the Rustico Ringette Association.

First aid kits are distributed to each team prior to the season. Please provide a list of items used to the equipment manger or designate prior to returning the kit. If items are used during the season and need replacing, please contact the equipment manager or designate.

Rings are distributed to each team prior to the season. If a team needs rings during the season please contact the equipment manager or designate.

Goaltender Equipment (pads, blocker, and stick) is distributed to each team (U14 and below) prior to the start of the season. In order to ensure the safety of goaltenders, the association will provide chest protectors for all divisions where there is a need.

8. TRAINING POLICY

The costs of the CSI level coaching course, as well as Ringette Canada's Manager's Certification program will be covered by the RRA. The costs of these courses will be billed directly to the association.

The costs of referee clinics will be covered by the RRA. Individual referees are responsible for paying for their clinic on the day of, and will be reimbursed by the association upon completion of five games in Rustico.

In order to support the association's goalies, \$200 per financial year (May 1st – April 30th) will be set aside for goalies who wish to partake in additional training. This training includes the National Ringette School camp, the Charlottetown Power Rings program, the Proactif program, or any similar program approved by the board. Parents/guardians are expected to pay for the program and submit an expense claim with the receipt attached. Once the goalie has completed the full season in goal, the cost of the program(s) will be reimbursed, up to \$200.

9. TEAM SELECTION POLICY

Team selection is critical to having a well-balanced league and is in the best interest of players, coaches, officials, parents and the Rustico Ringette Association. Team selection is an exciting time for all participants and should not be stressful to those involved.

Recommendation for Guidelines

Players will be ranked by Coaches and entered into a “Controlled Draft” for that division.

Team Selection Format

A draft procedure will be used to select teams; the head coach will draft. Head coaches in each division will rate players on a 1-5 scale (or similar) with “5” being the higher skill level. Difference in opinion of player skill rating will be mediated by the Director of Coaching who may consult with other ringette coaches familiar with the player of a questionable rating. The goal will be to have the skill assessment as close as possible between teams.

All players’ names will be deposited into one of 5 “boxes”. All players ranked the same will be entered into a “box” for their skill level. The number of players in each box will depend on the number of teams (e.g. equal amount of “5” players – so every coach gets the same amount of “5” player picks from the “5” player box or as close as possible depending on numbers). The draft will always begin with the highest or best players being drafted first, then working down the rankings to the lowest ranked players.

Before the draft begins it will be noted that if a coach has a child in that Division that will be his/her last pick from whatever “Box” they were ranked into. In the case of siblings when highest rated sibling is drawn out the remaining siblings will be considered that coaches last pick(s) from whatever box they are rated in.

Any player trades that are needed or made after the “Draft” can only be made between players from the same ranked box.

Trades will be permitted for a maximum of one week after the draft. The trade deadline will be set at the draft meeting; no later than October 31st of the current season.

The trade week is intended to facilitate player movement requests, team staffing, and any other reason that may arise. Player trade decisions are based on the best interests of both the player and the Rustico Ringette Association. Talent/ability, maturity, size (safety), number of registered players and enhancement of the sport will all be taken into consideration.

10. COACHES AND MANAGERS SELECTION POLICY

The RRA insists on a high standard of conduct from its coaching staff in dealing with other coaches, referees, and other officials, and in the image projected to participants and parents of the RRA. The

coaching staff is an integral part of the association, and is expected to support the decisions of the Executive and abide by the association's Policies, By-Laws, and Constitution

Around the time of registration, a call will be put out to all registered players' families and the public, seeking names of candidates who are interested in coaching, assisting, training, or managing a team.

All candidates are expected to submit an application no later than two weeks following the final registration date.

Head coaches must be certified with a minimum CSI level course. A CSI course is highly recommended for assistant coaches, as is a Manager's course for managers. All bench staff (coaches, assistant coaches, trainers, and managers) are required to complete a Criminal Record Check every three years, no later than December 1st of the calendar year.

Coaches will be selected by the association's director of coaching based on the following: certification, experience coaching ringette and other sports, ability to work with and develop our athletes, and an ability to adhere to fair play philosophies

11. COMPLAINT POLICY

RULES OF CONDUCT

(1) The RRA may from time to time pass rules of conduct prescribing the standards of competency, fitness, moral character and conduct of its Board Members, members, volunteers, or athletes. Any such rule or any amendment thereto shall not take effect until it has been approved at a general meeting of the Association or at a special general meeting of the Association called to consider such rule or amendment. Such rules are not an exhaustive codification of the standards expected of Board Members, members, volunteers, or athletes.

(2) Board Members, members, volunteers, or athletes shall comply with the by-laws, rules of conduct and policies of the Association.

COMPLAINTS

(1) All complaints from parent to coach are subject to a 24-hour cooldown period

(2) If a complaint is received by the Association that a Board Member, member, volunteer, or athlete has engaged in misconduct or violated the by-laws, rules of conduct or policies of the Association, the complaint shall be referred to the President.

(3) A complaint shall be in writing and signed by the complainant.

(4) The President shall give the Board Member, member, volunteer, or athlete complained against written notice of the complaint.

(5) The President shall conduct an initial review of the complaint and may require the complainant to answer any inquiries or to provide any records or other information relevant to the complaint.

(6) On completing the initial review of the complaint the President must refer the complaint and the results of the review to the Discipline Committee. Depending on the nature of the complaint the President and/or the Discipline Committee has the authority to immediately and indefinitely suspend the Board Member, member, volunteer, or athlete complained against pending the outcome of the investigation.

(7) The Discipline Committee shall investigate the complaint by taking any steps that it considers necessary including summoning before it the Board Member, member, volunteer, or athlete whose conduct is the subject of the complaint.

(8) A Board Member, member, volunteer, or athlete complained against shall provide all information requested by the Discipline Committee for the purpose of its investigation and shall otherwise cooperate fully with the Discipline Committee in the conduct of the investigation.

(9) On completion of its investigation, the Discipline Committee shall make a written report to the President recommending that:

(a) action be taken against the Board Member, member, volunteer, or athlete complained against; or

(b) no further action be taken with respect to the matter under investigation.

(10) If the Discipline Committee concludes that there is sufficient evidence to support a finding of misconduct or violation of the by-laws, rules of conduct or policies of the Association they shall notify the complainant and the Board Member, member, volunteer, or athlete complained against of this result. The notice shall be accompanied by the action that the Committee considers necessary or advisable to be taken to fairly reflect the evidence that the Committee has concluded supports such a finding. The actions that may be taken by the committee range from a written reprimand up to and including a life time suspension as a the Board Member, member, volunteer, or athlete with the Association. The Association shall immediately take the recommended action.

The Board Member, member, volunteer, or athlete complained against may, notwithstanding the Discipline Committee's conclusion, request that the complaint be referred to Ringette PEI for further review. That request is to be made within thirty days of the date on which the complainant is notified of the Discipline Committee's conclusion.

(11) If the Discipline Committee concludes that there is not sufficient evidence that such a finding might be made, it shall report that conclusion to the complainant and the Board Member, member, volunteer, or athlete complained against. The complainant may, notwithstanding the Discipline Committee's conclusion, may request that the complaint be referred to Ringette PEI for further review. That request is to be made within thirty days of the date on which the complainant is notified of the Discipline Committee's conclusion.

12. PLAYER MOVEMENT POLICY

Player movement decisions are based on the best interests of both the player and the Rustico Ringette Association. Talent/ability, maturity, size (safety), number of registered players and enhancement of the sport will all be taken into consideration.

Recommendation Guidelines

Each year prior to fall registration the RRA President will appoint a three-member panel, with a fourth alternate, to the 'Player Assessment Committee'.

Request for Movement Format

Ø A request for player movement must be received in writing by the President of the RRA from the player's parent/guardian NO later than seven days past the final scheduled date of registration. This letter must include the child's playing history accompanied by the argument for movement.

Ø If required, players will attend a minimum of three practices provided before team rosters are decided. During these practices coaches and the Player Assessment Committee will assess the player. These three practices are to be a combination of the two divisions between which movement is being considered.

Ø Coaches will forward their evaluation to the Player Assessment Committee.

Ø The Player Assessment Committee will examine this evaluation and all pertinent information gathered. The decision of this board will be forwarded to the executive where a final decision will be made.

The Rustico Ringette Association Executive will make all final decisions, and pass their requests for movement along to the board of Ringette PEI for final approval.

The board of the RRA reserves the right to request for individual players to move up or down a division, where it is deemed necessary, either for the benefit of the individual players or for the association. If agreed upon by the parents/guardians and the individual player, the parents/guardians will be asked to submit a request for player movement, and the process for movement will be the same as described above. In this case where the board has requested and approved the movement, the final decision whether or not to move rests with the parent/guardian and the individual player.

In the case of players in the U8 division, the decision to play on the Learn to Play (LTP) team (generally ages 4-6) or the U8 team (generally ages 6-7) rests with the parents/guardians and the players. No formal application process is required, but parents/guardians are expected to state at registration which team they would like their child to play on.

Factors to consider when deciding where to register a U8 aged child include, but are not limited to, age, size, skating ability (striding versus shuffling), emotional maturity (how the child reacts to being separated from parents, or being placed in a lightly competitive situation), and ability to focus and follow short directions.

Previous Player Movement UP

Children who have previously been approved for movement UP and have completed two years in that division may proceed to the next division and are not required to repeat the Request for Movement format. Players wanting to remain in their division for a third year after being voted up in a previous year may remain with their age level and are not required to complete the Request for Movement format.

Previous Player Movement DOWN

This request is generally honoured to help first time players into the sport. Children who have previously been approved of movement DOWN must reapply each movement year. There will be NO player movement after team rosters have been compiled.

13. COACHES CODE OF CONDUCT

The Rustico Ringette Association has adopted the Coaching Association of Canada's Coaching Code of Ethics and the Rustico Ringette Association's Preventing Bullying, Harassment and Abuse Policy as the basis of its Coaches Code of Conduct.

All Rustico Ringette Association Coaches must read both the Coaching Association of Canada's Coaching Code of Ethics and the Rustico Ringette Association's Preventing Bullying, Harassment and Abuse Policy and must acknowledge in writing that they have read and understood both of these documents as part of their coaching application form.

The Coaching Code of Ethics is organized around four core ethical principles

I. Respect for Participants

II. Responsible Coaching

III. Integrity in Relationships

IV. Honoring Sport

Each principle is followed by a brief description and a list of ethical standards illustrating how that principle applies to the activities of coaches. These standards are grouped by key words that are an important part of the overall principle.

Coaching Association of Canada's Coaching Code of Ethics, Principles, and Ethical Standards

Introduction

This section of the code of ethics is organized around four ethical principles identified during a workshop for Coaching Ethics Advisory Committee members.

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III. Integrity in Relationships11

IV. Honoring Sport12

Each principle is followed by a brief description and a list of ethical standards illustrating how that principle applies to the activities of coaches. These standards are grouped by key words that are an important part of the overall principle.¹

The approach, structure and contents of this code were inspired by the Canadian Code of Ethics for Psychologists, 1991. For a detailed guide to this code and how it was developed, see Carole Sinclair and Jean Pettifor, editors, Companion Manual to the Canadian Code of Ethics for Psychologists, 1991 (Chelsea, Que: Canadian Psychological Association, 1992). Many of the ideas for ethical standards were drawn from numerous other codes. The most significant of these were developed by the Association québécois des entraîneurs professionnels en sport, The British Institute of Sport Coaches and Promotion Plus, Women In Coaching Committee, British Columbia.

Coaches of Canada – Code of Ethics

I. Respect for Participants

The principle of respect² for participants³ challenges coaches to act in a manner respectful of the dignity⁴ of all participants in sport. Fundamental to this principle is the basic assumption that each person has value and is worthy of respect.

Acting with respect for participants means that coaches:

- i. Do not make some participants more or less worthy⁵ as persons than others on the basis of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socioeconomic status, marital status, age or any other conditions;⁶
- ii. Have a responsibility to respect and promote the rights of all participants. This is accomplished by establishing and following procedures for confidentiality (right to privacy); informed participation and shared decision-making (right to self determination – athletes’ rights); and fair and reasonable treatment (right to procedural fairness). Coaches have a special responsibility to respect and promote the rights of participants who are in vulnerable or dependent positions and less able to protect their own rights;
- iii. Interact with others in a manner that enables all participants in sport to maintain their dignity; and
- iv. Build mutual support among fellow coaches, officials, athletes and their family members. In being faithful to the principle of respect for participants, coaches would adhere to the following ethical standards:

| Key Words | Ethical Standards |
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| -Respect | 1.1 Treat all participants in sport with respect at all times. |

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| <p>-Rights</p> | <p>1.2 Provide feedback to athletes and other participants in a caring manner that is sensitive to their needs, e.g., focus criticism on the performance rather than on the athlete.</p> <p>1.3 Respect the areas of expertise, experience and insights of others in sport by considering carefully their opinions.</p> <p>1.4 Do not engage publicly (e.g., statements, conversations, jokes, presentations, media reports) in demeaning descriptions of others in sport.</p> <p>1.5 Be discreet⁷ in non-public conversations about athletes, coaches or other participants in sport.</p> |
| <p>-Equity</p> | <p>1.6 Recognize athletes' right to consult with other coaches and advisors.</p> <p>1.7 Respect athletes as autonomous individuals and refrain from intervening inappropriately in personal affairs that are outside the generally accepted jurisdiction of a coach.</p> |
| <p>-Empowerment⁸</p> | <p>1.8 Treat all participants equitably within the context of their sporting activities, regardless of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socioeconomic status and any other condition.</p> <p>1.9 Use language that conveys respect for the dignity of others (e.g., gender-neutral terms) in written and verbal communications.</p> <p>1.10 Do not practice, condone, ignore, facilitate or collaborate with any form of unjust discrimination in sport.</p> <p>1.11 Act to prevent or correct practices that are unjustly discriminatory</p> |
| <p>Informed Participation</p> | <p>1.12 Encourage and facilitate participants' abilities to be responsible for their own behaviour, performance and decisions.</p> <p>1.13 Respect as much as possible the opinions and wishes of participants when making decisions that affect them.</p> <p>1.14 Give athletes the opportunity to discuss, contribute to and agree with proposals for training and for performance standards</p> |
| <p>Confidentiality</p> | <p>1.15 Provide athletes with the information necessary for them to be meaningfully involved in the decisions that affect them.</p> <p>1.16 Communicate and cooperate with family⁹ members, involving them in appropriate decisions pertaining to an athlete's development.</p> <p>1.17 Clarify the nature of coaching services to participants, i.e., athletes, parents, family members or significant others.</p> |

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| <p>Mutual Support</p> <p>Extended Responsibility</p> | <p>1.18 Determine, in consultation with athletes and others, what information is confidential.</p> <p>1.19 Keep confidential any information about athletes or others gained through coaching activities and believed to be considered confidential by those persons.</p> <p>1.20 Share confidential information only with the consent of those requesting confidentiality or in a way that the individual(s) involved cannot be identified.</p> <p>1.21 Exercise discretion in recording and communicating information to prevent this information from being interpreted or used to the detriment of others.</p> <p>1.22 Clarify and implement measures to protect confidential information, e.g., restricting access to confidential records.</p> <p>1.23 Encourage a climate of mutual support among all participants in sport.</p> <p>1.24 Encourage participants to respect one another and to expect respect for their worth as individuals.</p> <p>1.25 Keep informed on current issues related to respect for participants, e.g., gender equity.</p> |
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-Respect: consideration of the dignity of others; courteous regard.

-Participants: those taking part in sport, e.g., athletes and their family members, coaches, officials, volunteers, administrators.

-Dignity: self-respect; self-worth.

-Worthy: having worth, value or merit; deserving praise; valuable; noble; estimable; virtuous; legitimate.

-Condition: a provision or stipulation called for as a requirement for participation or competition; a prerequisite; anything that modifies or restricts the nature of participation.

-Discreet: prudent; cautious; wary; careful about what one says or does.

-Empowerment: the act of enabling or state of being enabled.

-Family: those persons who are identified by an athlete as providing familial support, whether or not they are biologically related.

II. Responsible Coaching

The principle of responsible coaching carries the basic ethical expectation that the activities of coaches will benefit society in general and participants in particular and will do no harm. Fundamental to the implementation of this principle is the notion of competence – responsible coaching (maximizing benefits and minimizing risks to participants) is performed by coaches who are “well prepared and current”¹⁰ in their discipline.

In addition, responsible coaching means that coaches:

- i. Act in the best interest of the athlete’s development as a whole person;
- ii. Recognize the power inherent in the position of coach;
- iii. Are aware of their personal values and how these affect their practice as coaches;
- iv. Acknowledge the limitations of their discipline; and
- v. Accept the responsibility to work with other coaches and professionals in sport.
- vi. In being faithful to the principle of responsible coaching, coaches would adhere to the following ethical standards:

| Key Words | Ethical Standards |
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| Professional training | 2.1 Be responsible for achieving a high level of professional competence through appropriate training. 2.2 Keep current with relevant information (knowledge), coaching and teaching skills and research through personal learning projects, discussions with colleagues, workshops, courses, conferences, etc. to ensure that coaching services benefit and do not harm others. |
| Self knowledge | 2.3 Evaluate how personal experiences, attitudes, beliefs, values, socioeconomic status, sexual orientation, individual differences and stresses influence actions as coaches and integrate this awareness into all efforts to benefit and not harm others. 2.4 Engage in self-care activities that help to avoid conditions (e.g., burnout, addictions) that could result in impaired judgment and interfere with the ability to benefit and not harm others. |
| Beneficence ¹¹ | 2.5 Coach in a way that benefits athletes, removes harm and acts consistently for the good of the athlete, keeping in mind that the same training, skills and powers that coaches use to produce benefits for athletes are also capable of producing harm. |

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| Coaching limits | <p>2.6 Take the limits of knowledge and capacity into account in coaching practice; in particular, do not assume responsibilities if insufficiently prepared for them.</p> <p>2.7 Recognize and accept when it is appropriate to refer athletes to other coaches or sport specialists.</p> <p>2.8 Refrain from working in unsafe or inappropriate situations that significantly compromise the quality of coaching services and the health and safety of athletes.</p> |
| Athlete's interest | <p>2.9 Ensure that activities are suitable for the age, experience, ability, and physical and psychological conditions of athletes.</p> <p>2.10 Prepare athletes systematically and progressively, using appropriate time frames and monitoring physical and psychological adjustments.</p> <p>2.11 Refrain from using training methods or techniques that may harm athletes; monitor innovative approaches with care.</p> <p>2.12 Be aware of significant pressures in athletes' lives, e.g., school, family and financial pressures, and coach in a manner that fosters positive life experiences.</p> <p>2.13 Consider athletes' future health and well-being as foremost when making decisions about an injured athlete's ability to continue participating.</p> <p>2.14 Strive to be fully present, physically and mentally, in the performance of coaching duties.</p> |
| Safety | <p>2.15 Ensure that athletes train and perform in suitable and safe settings.</p> <p>2.16 Make athletes aware of their responsibilities for participating safely in sport.</p> |
| Sexual | <p>2.17 Be acutely aware of power in coaching relationships and, therefore, avoid sexual intimacy with athletes, both during coaching and during that period following coaching during when imbalance in power could jeopardize effective decision-making.</p> <p>2.18 Abstain from and refuse to tolerate in others all forms of harassment, including sexual harassment. Sexual harassment includes either or both of the following:</p> <ul style="list-style-type: none"> i. The use of power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses include explicit or implicit threats of reprisals for noncompliance or promises of reward for compliance. |

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| <p>Colleagues</p> | <p>ii. Engaging in deliberate or repeated sexually oriented comments, anecdotes, gestures or touching, if such behaviour a. is offensive and unwelcome; b. creates an offensive, hostile or intimidating working environment; or c. can be expected to be harmful to the recipient.</p> <p>2.19 Act toward other coaches in a manner characterized by courtesy, good faith and respect.</p> <p>2.20 Collaborate¹² with other coaches and colleagues from related disciplines.</p> <p>2.21 Communicate and cooperate with health practitioners in the diagnosis, treatment and management of athletes' health-related needs</p> <p>2.22 Use discretion for resolving disputes with colleagues, e.g., deal with differences of opinion constructively on a personal basis and refer more serious disputes to appropriate bodies.</p> |
| <p>Extended responsibility</p> | <p>2.23 Encourage others, when appropriate, to coach responsibly.</p> <p>2.24 Recognize and address harmful personal practices of others in sport, e.g., drug and alcohol addiction, physical and mental abuse, misuse of power.</p> <p>2.25 Assume responsibility for the actions of athletes and other supervised individuals with regard to the principle of responsible coaching.</p> |

-Integrity Makes True Champions: The Coaching Code of Ethics (Gloucester, Ont.: Coaching Association of Canada, Canadian Association of National Coaches, 1993).

-Beneficence: an ideal or principle of conduct that requires us to act in a way that benefits others. Such benefit might take the form of preventing or removing harm, or acting directly to produce a good. The same training, skills and powers coaches use to produce benefits are also capable of producing harm.

-Collaboration: a process through which parties such as members of an interdisciplinary team (e.g., trainer, psychologist, masseuse, team captain) work together on problems and issues to develop solutions that go beyond their limited visions of what is possible. Collaboration is based on the simple adage that two heads are better than one and that one by itself is not good enough. See Barbara Gray, Collaborating: Finding Common Ground for Multiparty Problems. (London, England: Jossey-Bass Publishers, 1989), 5.

III. Integrity in Relationships

Integrity means that coaches are expected to be honest, sincere and honourable in their relationships with others. Acting on these values is most possible when coaches possess a high degree of self-awareness and the ability to reflect critically¹³ on how their perspectives influence their interactions with others.

In being faithful to the principle of integrity in relationships, coaches would adhere to the following ethical standards:

| Key Words | Ethical Standards |
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| Honesty | 3.1 Explore mutual expectations with athletes in an honest and open manner, giving due consideration to the age and experience of individuals. 3.2 Accurately represent personal coaching qualifications, experience, competence and affiliations in spoken and written communications, being careful not to use descriptions or information that could be misinterpreted. 3.3 Make athletes and others clearly aware of coaching qualifications and experience. 3.4 Notify other coaches when working with those coaches' athletes. |
| Sincerity | 3.5 Honour all promises and commitments, both verbal and written. 3.6 Act with an enthusiastic and genuine appreciation for sport. |
| Honour | 3.7 Know the support and abide by sport's rules, regulations and standards. 3.8 Take credit only for the work and ideas actually done or generated and give credit for work done or ideas contributed by others. |
| Conflict of interest | 3.9 Do not exploit any relationship established as a coach to further personal, political or business interests at the expense of the best interests of their athletes or other participants. 3.10 Be clear about and avoid abusing relationships (e.g., with athletes, assistants, officials, administrators, board members) and avoid other situations that might present a conflict of interest or reduce the ability to be objective and unbiased in the determination of what might be in the best interests of athletes. 3.11 Declare conflicts of interest when they arise and seek to manage them in a manner that respects the best interests of all those involved. |
| Self awareness | 3.12 Evaluate how personal experiences, attitudes, values, social context, individual differences and stresses influence coaching activities and thinking, integrating this awareness into all attempts |

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| Extended responsibility | <p>to be neutral and unbiased in coaching.</p> <p>3.13 Recognize and reveal whether personal views are based on facts, opinions, conjecture, theory, beliefs, etc.</p> <p>3.14 Encourage athletes and other participants to develop and responsibility maintain integrity in their relationships with others.</p> |
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-In coaching, critical reflection questions existing assumptions about the values and practices that govern coaches' actions. The essential component of critical reflection is an attitude based on (i) open-mindedness, i.e., an active predisposition to hear more than one side of an issue; (ii) active inquiry, i.e., asking why things are done the way they are; and (iii) sincerity, i.e., coaches being genuine in their coaching relationships. HIV/AIDS Education for Nurses: Practice Issues and Curriculum Guidelines (Ottawa: Canadian Nurses Association, 1992).

IV. Honouring Sport

The principle of honouring sport challenges coaches to recognize, act on and promote the value of sport for individuals and teams and for society in general. Honouring sport means that coaches:

- i. Act on and promote clearly articulated values related to coaching and sport;
- ii. Encourage and model honourable intentions and actions in their coaching practice; and iii. Show high regard for and promote the value of sport in Canadian society and around the world. In being faithful to the principle of honouring sport, coaches would adhere to the following ethical standards:

| Key Words | Ethical Standards |
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| Spirit of sport | <p>4.1 Advocate and model the fundamentally positive aspects of sport, e.g., sporting and human excellence, fair play, honest competition and effort, self-discipline, integrity, personal growth and development, respect for the body, challenge and achievement, the joy of movement, and other positive aspects identified by participants.</p> <p>4.2 Actively seek ways to reduce potentially negative aspects of sport, e.g., winning at all costs, playing to the letter of the rules at the expense of the spirit of the rules, exploiting unfairly competitors' weaknesses, focusing on sport to the harmful exclusion of other aspects of athletes' lives, initiating and supporting potentially harmful training regimes, and other negative aspects identified by participants.</p> |
| Respect for the rules | <p>4.3 Accept both the letter and the spirit of the rules that define and govern sport.</p> <p>4.4 Actively encourage athletes and other participants to uphold the</p> |

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| Respect for officials and other coaches | <p>rules of the sport and the spirit of such rules.</p> <p>4.5 Accept the role of officials in ensuring that competitions are conducted fairly and according to established rules.</p> <p>4.6 Refrain from abusive personal attacks on officials and other coaches, especially when talking with the media.</p> |
| Drug-free sport | <p>4.7 Support initiatives that encourage the spirit of sport¹⁴ (see also 4.1, 4.2).</p> <p>4.8 Actively discourage the use of performance-enhancing drugs; support athletes' efforts to be drug-free.</p> <p>4.9 Refrain from encouraging the use of alcohol and tobacco in conjunction with athletic events or victory celebrations at playing sites.</p> |
| Positive role model | <p>4.10 Maintain the highest standards of personal conduct and project a favourable image of the sport and of coaching to athletes, other coaches, officials, spectators, families, the media and the general public.</p> <p>4.11 Project an image of health, cleanliness and functional efficiency in personal habits and appearance, e.g., refrain from smoking while coaching, refrain from drinking alcoholic beverages when working with athletes.</p> |
| Responsibility to coaching | <p>4.12 Promote and maintain the highest standards of the coaching discipline.</p> <p>4.13 Encourage measures to improve the quality and availability of coaches' professional services.</p> <p>4.14 Encourage measures that promote education, knowledge development and research in the field of coaching.</p> <p>4.15 Develop the coaching profession by exchanging knowledge and experiences with colleagues, athletes and students and by being participants, course facilitators or master course conductors in courses and internships.</p> <p>4.16 Uphold the responsibility to coaching by bringing incompetent or unethical behaviour to the attention of appropriate regulatory committees in a manner consistent with the ethical principles of this code, if informal resolution or correction of the situation is not appropriate or possible.</p> <p>4.17 Encourage athletes and other participants to honour sport on a lifelong basis.</p> |
| Extended responsibility | |

-The Canadian Centre for Drug-Free Sport has designed a major campaign under the theme of the spirit of sport. At the heart of their message is the premise that inherent in sport are all the strengths, values and qualities necessary to overcome the incursion of performance-enhancing drugs. Sport is strong and it gives (or can give) strength to those who participate. This theme embraces the fundamental positive aspects of sport, is non-blaming and non-moralistic and emphasizes the positive attributes of sport. Manifest Communications Inc., Draft Strategy for A National Educational Campaign to Promote Drug-Free Sport in Canada. (Document prepared for Canadian Centre for Drug-Free Sport, Ottawa, 19 April 1993)