



# Safe Sport

## Handbook for Adults



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*A guide to understanding bullying, harassment and abuse and safety protocols both on and off the ice*

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With contributions from  
Hockey Canada and Red Cross



## **Mantra**

Our House is Your House.

## **Mission**

Active, fun and social, the Curl BC community promotes, develops and supports curling throughout British Columbia.

## **Vision**

Curling is an integral part of the lifestyle, culture and heritage of British Columbia.

## **Core Values**

### Family

We are a community that acts like a family, connected and passionate about the sport of curling.

### Excellence

We are committed to meeting or exceeding the highest standards at all times.

### Commitment

We align personal and corporate goals so that the Curl BC community will successfully serve all curlers.

### Integrity

We are fair, consistent and forthright.

### Respect

We show respect by communicating, cooperating and collaborating with all of our members, partners and stakeholders.

### Transparency

We act openly, professionally and inclusively.

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<b>Recognizing bullying, harassment and abuse</b>	<b>4</b>
Bullying	4
Abuse	7
Tips for parents	9
Recognizing vulnerable situations	9
Recognizing coping mechanisms	10
Identifying your role	11
Recognizing responsibilities	13
How do we keep our children safe?	15
<b>Concussion protocol and helmet recommendation</b>	<b>18</b>
<b>Provincial and Territorial Child Protection Acts</b>	<b>20</b>
<b>Resources</b>	<b>21</b>
<b>References</b>	<b>22</b>

# Recognizing bullying, harassment and abuse

Young people are unsafe when someone uses his or her power or position to harm them either emotionally, physically and/or sexually. These types of violence can be bullying, harassment or abuse. It can happen between peers, between younger and older youth or between adults and youth.

## Bullying

### ***What is bullying?***

Bullying is repeated, unwanted, aggressive behaviours by a youth or group of youth. It involves an observed or perceived power imbalance. It can result in physical, social or educational harm or distress for the targeted youth. (Tang, Cummings, Pepler, Petrunka, PREVNET 2016).

#### **Physical** (used most often by boys)

- hitting
- shoving
- kicking
- spitting on
- grabbing
- beating others up
- damaging or stealing another person's property

#### **Verbal**

- name-calling
- humiliating
- degrading behaviours
- may happen over the phone
- hurtful teasing
- threatening someone
- in notes or in person
- through text messaging or chat rooms
- social media

#### **Relational** (used most often by girls)

- making others look foolish
- excluding peers
- spreading gossip or rumours
- this may happen in person, over the phone, through text messaging, or over the computer

**Cyberbullying** (includes the use of email, cell phones, text messages and internet sites)

- pretend they are other people online to trick others
- send threatening or harassing emails
- spread lies and rumours about the people they are victimizing
- trick people into revealing personal information
- send or forward mean text messages
- post pictures of people without their consent

## ***What is the role of the person who is the witness?***

People who are witnesses play a role in the bullying world. Their reaction or lack of reaction often influences the outcome of the interaction:

- a passive response gives the person who is bullying a threat to cause hurt and a sense of reinforcement as there is no opposition.
- a supportive response gives the person who bullies positive attention, alignment, power and social status. The person who is the witness may also increase their own social status.
- a negative response supports the person being bullied and may stop the bullying; it may also put the person who is the witness at risk to become the next victim.

## ***Bullying is not...***

- Conflict between friends
- An argument between people of equal power
- Accidental
- Normal relational development challenges
- A “one-time” event (usually)
- Friendly teasing that all parties are enjoying
- Something people grow out of

## ***Bullying is...***

- Behaviour that causes harm or distress to another individual, including physical, emotional, social or academic harm
- Based on power imbalances where the person who is bullying has power over the person who is victimized
- Is a behaviour that is typically repeated

(Beyond the Hurt, Canadian Red Cross, Beyond the Hurt, 2016)

### ***What is harassment?***

Harassment is offensive behaviour - emotional, physical, and/or sexual - that involves discrimination against a person because of their race, national or ethnic origin, age, colour, religion, family status, sexual orientation, sex/gender, disability, marital status, or pardoned conviction. It is a HUMAN RIGHTS issue.

Harassment may be a single event or a pattern of mistreatment. It may be directed at an individual or group through the development of a “chilly” or “hostile” environment.

Harassment occurs when someone attempts to negatively control, influence or embarrass another person based on a prohibited ground of discrimination. Examples include displays of favouritism or dis-favouritism, subtle put downs or ostracism.

### ***What is criminal harassment?***

Criminal harassment - often known as stalking - involves following another person; monitoring them or someone close to them, or their home; contacting them repeatedly against their wishes or threatening them. For a charge of criminal harassment to be laid, the victim must have reason to fear for his/her safety (or the safety of someone else) and the perpetrator must know - or could reasonably be expected to know - that the victim is fearful (Family Violence in Canada, A Statistical Profile, 2001).

Criminal charges may also be laid in harassment cases if a person has been physically or sexually assaulted.

### ***What are the most common types of harassment?***

The most common types of harassment are harassment based on race, disability and sexual harassment.

### ***What is racism?***

Racism is when people are treated differently because of their colour, racial or ethnic background. Examples include making jokes, insinuations, humiliating comments or racially oriented remarks, criticizing and being intolerant of differences: accents, clothing, hairdo, customs and beliefs.

### ***What is disability harassment?***

Disability harassment is when a person is treated differently because of a real or perceived disability, either physical, developmental or illness-related. It may be verbal - such as name calling or threatening the person with physical harm, actually physically harming a person, hurtful written comments, or preventing an individual from fully participating in on-ice or team activities.

### ***What is sexual harassment?***

Sexual harassment is unwelcome behaviour of a sexual or gender nature that negatively affects the person or the environment. Examples are questions about one's sex life, pressuring for dates or sexual favours,

sexual staring, sexual comments, showing or sharing sexual images in person or online, unwanted touching, spreading sexual rumours (including online), insults about sexual orientation and sexual assault.

### ***What determines if harassment has occurred?***

Dealing with harassment can sometimes be difficult as what is viewed as harassment by one person may be viewed as a “joke” by another person. But it is the **impact** of the behaviour on the victim that is the most critical issue, **not the intention** of the person who harasses.

## Abuse

### ***What is child abuse?***

Child abuse is any form of physical, emotional and/or sexual mistreatment or lack of care which causes physical injury or emotional damages to a child, whether done in person or through technology. Across Canada a person is considered a child up to the age of 16 to 19 years depending on the provincial/territorial legislation. The person in power may be hurting them in a number of ways:

- Emotional abuse occurs when a person in a position of power repeatedly or severely attacks a child’s self-esteem through use of language, gestures or other behaviour that is degrading, isolating, humiliating, terrorizing, rejecting, or corrupting, or that ignores a child’s need for basic emotional care. It can take the form of name-calling, threatening, ridiculing, berating, intimidating, isolating, hazing or ignoring the child’s needs. This can be done in person or through technology.
- Physical abuse occurs when a person in a position of power physically hurts or threatens to hurt a child, or by any means deliberately creates a significant risk of physical harm of a child. This may take the form of slapping, hitting, shaking, kicking, pulling hair or ears, throwing, and shoving, and grabbing, hazing or excessive exercise as a form of punishment.
- Neglect is a caregiver’s inattention to the basic necessities of life such as clothing, shelter, nutritious diets, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air for a child. Neglect is also defined as the failure to provide minimum care, and lack of supervision that presents risk of serious harm to a child. This may occur in curling when injuries are not adequately treated or players are made to play with injuries, equipment is inadequate or unsafe, or road trips are not properly supervised
- Sexual abuse (a form of sexual violence) occurs when a child is used by an older or more powerful child, adolescent or adult for his or her own sexual stimulation or gratification. It can include contact or non-contact or through technology. It also includes language, gestures or behaviours that are sexual in nature with children.

### ***Contact***

- Touched in sexual areas
- Forced to touch another's sexual areas
- Kissed/held in a sexual manner
- Forced to perform oral sex
- Vaginal or anal intercourse, including penetration with any object

### ***Non contact***

- Shown sexual videos and pornography in person, via internet, by cell phone or photos
- Being flashed/exposed to sexual body parts, in person or through technology like a web cam
- Forced to pose for seductive or sexual photos or videos
- Forced to listen to sexual talk
- Teased about sexual body parts
- Subjected to intrusive questions, comments, or observations, verbally, or through notes, email, chat rooms or text messages
- Made the object of voyeurism or unwanted watching
- Forced to watch sexual acts

### ***Child exploitation***

Child exploitation includes the actual or attempted abuse of a position of authority, differential power or trust in a relation to a child, with a view of benefiting sexually, monetarily, socially or politically from the use of a child; intentionally viewing, downloading or distributing any sexualized, demeaning or violent images involving children; or taking a photograph or other image of a child or making representations of a child in a way that can reasonably be interpreted as sexualized, demeaning or violent.



## Tips for parents

- Teach your children that if they see someone being bullied, they should not watch, laugh or join in.
- Pay attention to the relationships in your children's groups. Ensure all children are included and that inappropriate behaviours are addressed.
- Help kids see the value of offering empathy and support to those who are bullied.
- Be a good example for your children. Model respectful behaviours at home and in your daily interactions.

### ***On cyberbullying***

- Familiarize yourself with online activities. Learn about the websites, blogs, chatrooms and cyberlingo that your children are using.
- Keep the computer in a common area so you can monitor activities.
- Keep open communication lines with your children so they feel comfortable talking to you about cyberbullying experiences. Let them know that you are there to support them.
- Recognize that online communication is a very important social aspect in kids' lives. Do not automatically remove their online privileges if you find out about a cyberbullying experience.
- Talk to your children about what is acceptable behaviour online and offline.
- Report any incident of online harassment and physical threats to the local police or your Internet Service Provider.
- Report any bullying that occurs over your child's cell phone to your phone service provider. You may have to change the phone number if the problem does not stop.

## Recognizing vulnerable situations

### ***How do I know when my child is being bullied, harassed or abused?***

- Listen to them
- Believe them
- Observe them
- Watch their interactions with others
- Be aware of sudden changes in their behaviour and/or anger in them
- Question unexplained bruises, marks on their faces, back, thighs, upper arms, heads, buttocks, genital areas

### ***Who would hurt my child?***

Unfortunately, it is usually someone both you and your child know and who misuses his/her power over your child. This may be a peer, a young person, or an adult.

### ***Who are sexual offenders?***

Sexual offenders are/can be:

- Most often male, but may be female
- An older, adolescent or adult
- Found in all levels of society and in all cultures
- Either infrequent offenders or pedophiles who are fixated on children as sexual objects
- Prone to rationalize and minimize their abusive behaviour

### ***Where is my child most at risk of being bullied, harassed or abused?***

Basically your child is most vulnerable when:

- He/she is alone with another person - this could be in the rink, dressing room, car, bus, home, office, outside - anywhere!
- In a group setting where there is inadequate supervision.

## Recognizing coping mechanisms

### ***How do children and youth cope with the trauma of bullying, harassment and abuse?***

- Some pretend it never happened.
- Others convince themselves that it wasn't so terrible.
- Many find excuses as to why it happened.
- Some blame themselves.
- Some develop physiological defenses - headaches, body pains and illnesses.
- Others escape through drugs, alcohol, food or sex.
- A few try to hide from their pain by being perfect.
- Some try suicide.

### ***Why do kids not tell?***

They may:

- Be frightened.
- Believe they are responsible.
- Not want to get the perpetrator into trouble.
- Be embarrassed and ashamed.
- Think no one will believe them.
- Worry that they will not be allowed to curl.

## Identifying your role

*What do I do if a child or youth tells me he/she is being harmed?*

**H**

**HEAR what they are saying and not saying**  
Listen to their fears about the situation.

**E**

**EMPATHIZE with them**

**A**

**AFFIRM**  
Identify vulnerable situations. *Parents* - be there to protect your child.

**R**

**REPORT/REFER**  
If you are not a parent of the child, involved a parent in this process. If it is mild bullying or harassment, try to resolve the situation informally. If it is moderate or serious bullying or harassment, refer the complaint as specified in your organization's policy. If it is criminal harassment, the police must be informed. If it is abuse, refer immediately to the BC Child Protection Agency or police. Keep it confidential; do not get caught in the "rumour mill".

**D**

**DOCUMENT the situation and your response; determine the support the child needs**

***What do I do if I suspect a child is being harmed?***

**D**

**DOCUMENT your observations**

Record behaviours, dates, times and people involved.

**A**

**AFFIRM the child's situation**

Identify vulnerable situations. *Parents* - be there to protect your child. Seek advice or information from a knowledgeable person. Tell the child your concerns and listen to their fears.

**R**

**REPORT/REFER if your suspicions are strong**

If you are not a parent of the child, involved a parent in this process. If it is mild bullying or harassment, try to resolve the situation informally. If it is moderate or serious bullying or harassment, refer the complaint as specified in your organization's policy. If it is criminal harassment, the police must be informed. If it is abuse, refer immediately to the BC Child Protection Agency or police. Keep it confidential; do not get caught in the "rumour mill".

**E**

**ESTABLISH support for the child**

***Don't:***

- React with shock, horror or disbelief - even though you may feel like it.
- Promise to keep a secret - you are legally bound to report if it is a protection or criminal issue.
- Promise "everything will be fine" - there are many problems to resolve, it will take time.
- Assume the child or youth hates the person hurting them - there may be conflicting feelings.
- Put the responsibility of reporting on someone else - they may not do it.
- Press the child or youth for details - the matter may go to court, so it is important that evidence is not contaminated.

# Recognizing responsibilities

## ***Recognizing your responsibility as a parent/guardian***

Your contribution is key to meeting this goal:

- Ensure your own behaviour models respect and integrity towards coaches, officials, participants, and other parents.
- Understand the issues and become knowledgeable.
- Know and support your Association's policies and procedures.
- Act when you see a bullying, harassing or abusive situation.
- Speak Out and promote safe environments.

## ***What is my responsibility in responding to bullying and harassing behaviour?***

Curl BC is committed to providing safe environments for everyone involved with the game. This is particularly important for young participants. Safe environments need to be the goal of everyone. This means that harassment and bullying will be stopped immediately with the victim's well-being given priority. Therefore it is everyone's responsibility to:

- Intervene with low-level mediation for mild bullying and harassment situations
- Report to curling administration serious bullying and harassment situations
- Ensure that criminal harassment cases are reported to police
- Report criminal behaviour such as assault to police

## ***What is my legal responsibility in reporting abuse?***

As Canadians it is our legal responsibility to report the abuse and neglect of children and youth. Any individual who has reasonable grounds to suspect that a participant is, or may be suffering, or may have suffered from emotional, physical abuse and neglect and/or sexual abuse, shall immediately report the suspicion and the information on which it is based to the local child protection agency and/or the local police detachment. Across Canada, a person is considered a child up to the age of 16 to 19 years depending on provincial and territorial legislation.

## ***When I report abuse, what questions will be asked?***

- The child's name, address, age, sex and birthdate
- Parents'/guardians' names and addresses
- The name and address of alleged offender
- Details of the incident(s) that prompted your report
- Your name and address

### ***What happens when a report of abuse is made?***

- A social worker or police officer will decide if an investigation is needed.
- If the child is “at risk” and needs protection an investigation is started as soon as possible.
- An experienced interviewer will conduct the interview.
- The primary concern is safety of the child.
- The social worker and/or police officer will decide what further action is required.

### ***Why don't people report?***

They don't report because they:

- Are unaware of the reporting laws and policies.
- Believe that they can take care of the problem themselves - it's their own business!
- Are fearful of retaliation from the abuser - or are friends with the abuser.
- Find it hard to believe.
- Assume someone else will make a report.
- Don't want “to tell on” someone.
- Want to protect their child from questions and embarrassment.
- Are not sure where or how to make a report.
- Just want it “all to go away”.
- Forget that the child's best interests is the priority.

### ***Do children ever make false allegations?***

Yes, sometimes it happens. Some of the research shows that about 8% of disclosures are false. Most of the false allegations by children are encouraged by adults - e.g. custody cases, others have been by adolescents who wanted “to get even”. It is important to reinforce the truth - false allegations are devastating to the person accused.

# How do we keep our children safe?

There are five essentials to keeping our children safe.

<h2>1 COMMUNICATION</h2> <ul style="list-style-type: none"> <li>• Listen, talk, believe and reassure the child.</li> <li>• Provide opportunities for conversations with them.</li> <li>• Be open to any questions; nothing is off limits.</li> <li>• If you see or hear bullying, harassing or abusive behaviour, <b>speak out!</b></li> </ul> <p>PARENTS:</p> <ul style="list-style-type: none"> <li>• Be open to discussing difficult subjects such as sexuality.</li> <li>• Develop frank and open communication with the coaches.</li> <li>• If you have concerns, communicate them to the appropriate persons.</li> </ul>	<h2>2 KNOWLEDGE</h2> <ul style="list-style-type: none"> <li>• Review your club’s bullying, harassment and abuse policy and procedures.</li> <li>• Be aware of your club’s screening and selection process for staff and volunteers.</li> <li>• Discuss with coaches their expectations and the setting of boundaries: physical, sexual and social.</li> </ul> <p>PARENTS:</p> <ul style="list-style-type: none"> <li>• Make your child aware of vulnerable situations in a matter-of-face way.</li> <li>• Get to know the adults who are interacting with your child.</li> </ul>
<h2>3 SKILLS</h2> <ul style="list-style-type: none"> <li>• Teach children specific ways to handle difficult situations.</li> <li>• Help children define their personal boundaries.</li> <li>• Teach children how to be assertive when their boundaries are crossed.</li> </ul>	<h2>4 BUILD A SAFETY PLAN</h2> <ul style="list-style-type: none"> <li>• Be concerned of time spent alone with older youth and adults beyond practices and games.</li> </ul> <p>PARENTS:</p> <ul style="list-style-type: none"> <li>• Develop check-ins, contingency plans, family codes.</li> <li>• Attend practices and games and be wary of regular private closed practices</li> </ul>
<h2>5 ADVOCATE</h2> <p>PARENTS:</p> <ul style="list-style-type: none"> <li>• You are your child’s strongest supporter; evaluate situations according to the <b>“best interest of your child.”</b></li> </ul>	

# Concussion Protocol and Helmet Recommendation

## Best practices for avoiding and dealing with injuries and concussions

In 2016, Curling Canada adopted a concussion protocol, which includes advice on headgear useage and a return-to-play policy following head injuries.

### *Curling Canada's concussion guidelines and return to play policy*

**DEFINITIONS:** The following terms have these meanings in this Policy:

“Association” – Curling Canada;

“Participants” – Coaches, athletes, volunteers, renters, officials and other members.

**POSITION STATEMENT:** The Association takes seriously the health and well-being of all curlers and is committed to ensuring the safety of those participating in the sport of curling. The Association recognizes the increased awareness of concussions and their long-term effects and believes that prevention of concussions is paramount to protecting the health and safety of participants.

As part of a responsible risk management plan, the Association recommends that Provincial or Territorial Sport Organization's (PSOs or TSOs) and Curling Clubs adopt and implement these Guidelines, as well as recommend the following: **use of double grippers** (when not delivering a stone) **and helmets** (or other approved head protection) **by novice curlers, or curlers who are at high risk of falling**. This should include but is not limited to: i) FUNdamental, ii) Learning to Train, and iii) Active for Life.

**PURPOSE:** The Association enacts this Policy as a tool to help manage concussed and possible concussed participants. The Policy provides guidance in identifying common signs and symptoms of concussion, protocol to be followed in the event of a possible concussion, and return to play guidelines should a concussion be diagnosed.

Awareness of the signs and symptoms of concussion and knowledge of how to properly manage a concussion is critical to recovery and helping to ensure the individual is not returning to physical activities too soon, risking further complication.

Please keep in mind that a concussion is a clinical diagnosis that can only be made by a medical doctor. It is imperative that a medical doctor examines someone with a suspected concussion.

**PROCEDURE:** During all Association curling events, competitions, and practices, participants will use their best efforts to be aware of incidents that may cause a concussion, such as:



- Falls
- Accidents
- Collisions
- Head trauma – (blow to the head, face or neck, OR a blow to the body that transmits a force to the head)

Recognize and understand the symptoms that may result from a concussion. These may appear immediately after the injury or within hours or days of the injury and may be different for everyone. Some common signs and symptoms include, but are not limited to:

- Nausea
- Poor concentration
- Amnesia
- Fatigue
- Sensitivity to light or noise
- Irritability
- Poor appetite
- Decreased memory
- Poor balance
- Slowed reaction time

Identify injured participants or other individuals who have been involved in any of the above incidents and/or exhibit any of the above symptoms.

**RESPONSIBILITY OF COACH, ADMINISTRATOR, SUPERVISOR, CHIEF UMPIRE:** If a participant has been identified as having a suspected concussion, the coach, administrator and/or supervisor of that activity will notify all affected parties, including the participant, a parent/guardian (when appropriate) as well as other coaches, administrators and/or supervisors of the suspected concussion. At this point, the individual should not participate in any physical activity until he/she has visited a medical doctor.

If the participant is unconscious:

- Initiate emergency action plan and call 911
- If applicable, contact the child/youth's parent/guardian to inform them of the injury and their child is being transported to hospital.
- Stay with the individual until Emergency Medical Services arrives.
- Monitor and document any physical, emotional and/or cognitive changes.
- Even if consciousness is regained, he/she needs to be examined by a medical doctor prior to the participant returning to physical activity.

If the Participant is conscious:

- Remove the participant from the activity immediately and;
- Notify the participant's parent (if the participant is a minor) or someone close to the participant (if the participant is not a minor).
- Have a ride home for the participant arranged.

- Isolate the participant into a dark room or area.
- Reduce external stimulus (noise, other people, etc.).
- Remain with the participant until he or she can be taken home.
- Monitor and document any physical, emotional and/or cognitive changes.
- Encourage the consultation of a physician.

**INCIDENT REPORT:** Once the injured participant has been properly attended to, an **Incident Report** shall be filed with the affiliated Club, Provincial Sport Organization, and the Association within 48 hours. (See [www.curling.ca/about-the-sport-of-curling/business-of-curling/safety-first/concussion-guidelines-and-return-to-play-policy](http://www.curling.ca/about-the-sport-of-curling/business-of-curling/safety-first/concussion-guidelines-and-return-to-play-policy))

**RETURN TO PLAY:** Once the participant's immediate needs have been met, the participant's family or the participant should be directed to the following protocol, in accordance with the following guidelines:

- If no concussion is diagnosed: the participant may return to play for the next game, or during the same game according to the Rules of Curling.
- If a concussion is diagnosed: the participant should only return to the activity after following the five steps outlined below and as directed by a physician. (Please note that each step must take a minimum of 24 hours and the length of time needed to complete each step will vary based on the severity of the concussion. The concussed participant should be monitored regularly for the return of any signs and/or symptoms of concussion. If signs and/or symptoms return, consult with the medical doctor):

*STEP 1: Complete cognitive and physical rest:* Immediately consult a physician. Limit school, work and tasks requiring concentration. Refrain from physical activity until symptoms are gone. Once all symptoms are gone, rest for at least another 24-48 hours and re-consult a physician, preferably one with experience managing concussion. **In order to proceed to Step 2**, medical clearance is required.

*STEP 2: Light aerobic exercise to reintroduce physical activity:* 10-15 minutes of low intensity activity like walking or stationary cycling. **In order to proceed to Step 3**, the concussed participant or parent/guardian if applicable must report back to his/her coach, administrator and/or supervisor that he/she is symptom free.

*STEP 3: Sport-specific exercise:* 15 minutes of low intensity participation like throwing rocks. The environment should be managed so as to ensure the participant is at minimum risk of falling or colliding with other participants. The participant may also attempt basic balance drills. **In order to proceed to Step 4**, the concussed participant or parent/guardian if applicable must report back to his/her coach, administrator and/or supervisor that he/she is symptom free.

*STEP 4: Activity with no body contact:* non-contact practice and non-contact sport specific drills – no activity that involves head impact or other jarring motions. **In order to proceed to Step 5**, the participant must provide written documentation from a medical doctor to his/her coach, administrator and/or supervisor. The documentation must state that the individual is symptom free and able to return to full participation in physical activity.

*STEP 5: Full participation in non-contact sports once cleared by a physician.*

**MEDICAL CLEARANCE:** This Policy requires the participant to consult with a physician throughout this process AND provide proof of medical clearance before being eligible for Steps 2 and Steps 5 noted above. The Association will comply with all directions provided by the physician, which may supersede this policy.

If a participant is showing signs of concussion and/or has been clinically diagnosed as concussed, the Coach, Administrator and/or Supervisor of that participant shall prevent the participant from curling until the required medical clearance has been provided.

Once the participant has provided medical clearance, the coach, administrator and/or supervisor will be required to forward a copy of the medical clearance letter to the affiliated Club, PSO and to the Association where it shall be attached to the participant's Incident Report for record keeping purposes.

**NON-COMPLIANCE:** Failure to abide by any of the guidelines and/or protocols contained within this policy may result in disciplinary action being taken by the Association.

## Helmet recommendation

In 2017, Curling Canada adopted a recommendation that the following groups use helmets:

- Children under 12
- Anyone in a Novice or Learn to Curl program
- Coaches for U12 (so that the youth model their behaviour)
- Anyone who has reason to think that they could be vulnerable (limited mobility, elderly, on medication)

**RECOGNIZE-** Concussion signs and symptoms can appear up to 48 hours after the injury. An Athlete does not have to lose consciousness to have had a concussion.

**REMOVE-** If an athlete shows signs of concussion remove them from the current game or practice.

**REFER-** An athlete with a suspected concussion should be referred and evaluated by a physician as soon as possible.

**RETURN-** Return to school and then to sport based on the recommendations of a physician.

Visit us online for more information on managing a concussion safely, sport specific concussion protocols, coaching resources and more.

[sirc.ca/concussion](http://sirc.ca/concussion)

Let's play safe sport.

## **Provincial and Territorial Child Protection Acts**

### **Alberta Child, Youth and Family Enhancement Act**

<http://canlii.ca/t/532xm>

### **British Columbia Child, Family, and Community Service Act**

<http://canlii.ca/t/52td4>

### **Manitoba Child and Family Services Act**

<http://canlii.ca/t/52kv7>

### **Manitoba Child and Family Services Authorities Act**

<http://canlii.ca/t/52kv7>

### **New Brunswick Family Services Act**

<http://canlii.ca/t/534bf>

### **Newfoundland and Labrador Children and Youth Care and Protection Act**

<http://canlii.ca/t/530jp>

### **Northwest Territories Child and Family Services Act**

<http://canlii.ca/t/52vm3>

### **Nova Scotia Children and Family Services Act**

<http://canlii.ca/t/52xs4>

### **Nunuvut Child and Family Services Act**

<http://canlii.ca/t/5245z>

### **Ontario Child, Youth and Family Services Act**

<http://canlii.ca/t/534vh>

### **Prince Edward Island Child Protection Act**

<http://canlii.ca/t/532jj>

### **Quebec Youth Protection Act**

<http://canlii.ca/t/53362>

### **Saskatchewan Child and Family Services Act**

<http://canlii.ca/t/52wvl>

### **Yukon Child and Family Services Act**

<http://canlii.ca/t/52sn6>

## **Resources**

### **Canadian Sport Helpline**

1-833-83SPORT or 1-833-837-7678

[abuse-free-sport.ca/en](http://abuse-free-sport.ca/en)

[info@abuse-free-sport.ca](mailto:info@abuse-free-sport.ca)

### **Local Police Force 9-1-1**

### **Crisis Services Canada**

1-833-456-4566

[www.crisiservicescanada.ca](http://www.crisiservicescanada.ca)

### **Kids Help Phone**

1-800-668-6868

[www.kidshelpphone.ca](http://www.kidshelpphone.ca)

### **Canadian Centre for Child Protection**

1-800-532-9135

[www.protectchildren.ca](http://www.protectchildren.ca)

### **Game Plan**

<http://www.mygameplan.ca/about/eligibility-benefits>

### **Manitoba Sport Support Line**

1-877-737-9875

[www.sportmanitoba.ca/sport-support-line](http://www.sportmanitoba.ca/sport-support-line)

### **Respect In Sport**

[www.respectgroupinc.com/respect-in-sport](http://www.respectgroupinc.com/respect-in-sport)

### **Sport'Aide (Quebec)**

1-833-245-HELP (4357)

[www.sportaide.ca/en](http://www.sportaide.ca/en)

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