

Unit OF9 Contribute to safeguarding young and vulnerable competitors

Introduction

Summary

Officials have a valuable role to play in ensuring that young competitors and vulnerable adults, such as those with learning difficulties, can take part in sport in a safe and supportive environment which is free from harassment, bullying, threats or other forms of abuse. Maltreatment of this kind may come from other competitors, coaches, parents or other adults present during competition and can have a very negative effect on the competitor's confidence, self-esteem and attitude to their sport. The official must also ensure that their own conduct does not have a negative impact or lead to accusations of abuse by them.

The unit is divided into two parts. The first part describes the three things you have to do. These are:

- OF9.1 Behave appropriately with young and vulnerable competitors**
- OF9.2 Identify and assess possible risks to young and vulnerable competitors**
- OF9.3 Respond to risks to young and vulnerable competitors**

The second part covers the knowledge and understanding you must have.

Target Group

This unit is for officials in a variety of sports and officiating roles at the higher levels in their sport/activity (usually at the national level).

Unit OF9 Contribute to safeguarding young and vulnerable competitors

OF9.1

Behave appropriately with young and vulnerable competitors

The National Standard

What you must do

To meet the national standard, you must:

1. present a positive role model to young/vulnerable competitors at all times
2. establish and develop a relationship of mutual trust and respect with young/vulnerable competitors
3. **communicate** with young/vulnerable competitors in a way that is appropriate to their age and stage of development
4. if appropriate, interact with young/vulnerable competitors in an open environment where others are present
5. maintain a safe and appropriate distance from young/vulnerable competitors
6. avoid physical contact that may be seen as intimate or abusive
7. promote fair play and help young/vulnerable competitors enjoy their sport/activity
8. give young/vulnerable competitors constructive and positive feedback
9. apply sanctions in a way that is sensitive to the age and stage of development of the young/vulnerable competitor.

What you must cover

This element covers the following types of:

- a ways to **communicate**
 - 1 verbally
 - 2 use of body language

Unit OF9 Contribute to safeguarding young and vulnerable competitors

OF9.2

Identify and assess possible risks to young and vulnerable competitors

The National Standard

What you must do

To meet the national standard, you must:

1. monitor interactions between **other people** and young/vulnerable competitors, where possible
2. identify words and behaviour by other people that may be seen as poor practice/**abuse**
3. assess whether words and behaviour may be causing harm or distress to the young/vulnerable competitor
4. identify and prevent any attempts to visually record young/vulnerable competitors which have not been sanctioned by competition guidelines
5. monitor competition conditions and assess their impact on young/vulnerable competitors.

What you must cover

This element covers the following types of:

a other people

- 1 other competitors
- 2 coaches
- 3 spectators
- 4 co-officials

b abuse

- 1 physical
- 2 emotional
- 3 bullying
- 4 sexual
- 5 neglect

Unit OF9 Contribute to safeguarding young and vulnerable competitors

OF9.3

Respond to risks to young and vulnerable competitors

The National Standard

What you must do

To meet the national standard, you must:

1. stop competition temporarily if you assess there is an immediate risk to the young/vulnerable competitor
2. check that your understanding of the situation is correct and distinguish between fact and opinion
3. warn **other people** causing the **poor practice/abuse** to stop their words or behaviour
4. apply sanctions following your organisation's procedures if the **poor practice/abuse** continues
5. follow your organisation's procedures for reporting **poor practice/abuse**
6. take appropriate action when you judge that competition conditions present an unacceptable level of risk to young/vulnerable competitors.

What you must cover

This element covers the following types of:

a other people

- 1 other competitors
- 2 coaches
- 3 spectators
- 4 co-officials

b poor practice/abuse

- 1 physical
- 2 emotional
- 3 bullying
- 4 sexual
- 5 neglect

Unit OF9 Contribute to safeguarding young and vulnerable competitors

What you must know and understand

To be competent in this unit, you must know and understand the following

- K1 Why it is important to safeguard young and vulnerable competitors and the impact that abuse can have on their welfare and development
- K2 Basic requirements of relevant legislation covering child protection and their implications for your role as an official
- K3 The requirements and procedures of your organisation in relation to child protection as they apply to the role of an official
- K4 The principles of the duty of care in relation to young and vulnerable competitors
- K5 The pressures of competition and the pressures of adults on young and vulnerable competitors and the implications that these may have for their welfare and development
- K6 The importance of behaving appropriately with young and vulnerable competitors in order to safeguard them, and protect you from possible accusations of abuse
- K7 How to empathise with young and vulnerable competitors and be able to understand how they experience competition and interactions with other people
- K8 Why it is important to present a positive role model to young and vulnerable competitors and what constitutes a positive role model as an official
- K9 How to develop a relationship of mutual trust and respect with young and vulnerable competitors and why this is important
- K10 How to communicate with young and vulnerable competitors, taking account of their age and stage of development and why this is important
- K11 Communication difficulties that some young and vulnerable competitors may experience
- K12 The impact of body language when communicating with young and vulnerable competitors and how to use body language in a way that is not intimidating
- K13 Why it is important to interact with young and vulnerable in an open environment
- K14 Why it is important to maintain a safe and appropriate distance from young/vulnerable competitors
- K15 The types of physical contact with young/vulnerable competitors that may be seen as intimate or abusive by others

Unit OF9 Contribute to safeguarding young and vulnerable competitors

- K16 Why it is important to promote fair play to young and vulnerable competitors
- K17 Why it is important to ensure that young and vulnerable competitors enjoy their sport/activity and how to do so as an official
- K18 How to give constructive and positive feedback to young and vulnerable competitors as an official
- K19 Why it is important to be sensitive to the stage of development of the young/vulnerable competitor when applying sanctions and how to do so
- K20 Examples of types of words and behaviour that could represent the following types of abuse to a young/vulnerable competitor:
- physical
 - emotional
 - bullying
 - sexual
 - neglect
- K21 The dangers of other people making visual records of young and vulnerable competitors and national, local and competition guidelines regarding this
- K22 The procedures you should follow when you assess that a young/vulnerable competitor is at risk from abuse and the sanctions you may use
- K23 Reporting procedures within your organisation and externally when you witness abuse or have concerns about possible abuse