# Girls’ Sport Safety Self-Assessment

## Introduction

Sport can play a valuable role in the well-being and development of adolescent girls; however, if girls’ safety and safe spaces are not at the centre of programme design, development and implementation, then that programme risks causing more harm than good.

This self-assessment is designed to help you think about various aspects of girls’ safety within a sport programme.

Often times, organisations assume that child protection policies are enough, or that all female sport programmes are intrinsically safe. However, whether organisations are integrating females into existing male programmes or creating all female spaces, having a child protection policy is not enough if there is no consideration for programme design, a safe and supportive environment, structures for girls to be leaders and have their voice heard and discussions around gender sensitive issues in the community. In order to create a successful and safe sport programme for girls, organisations must understand the unique challenges girls face in terms of emotional and physical safety and develop positive, sustainable strategies to solve them. This self-assessment can support you through this process.

## How to use the Girls Sport Safety Self-Assessment

You can use the self-assessment as a tool to promote dialogue about girls’ sport safety with your team and participants in your programmes. It can also be utilised to identify strengths and weaknesses and help plan for improvements. Finally, you might want to use the self-assessment to track your organisation’s progress on girls’ sport safety over time.

Three sections make up the self-assessment:

1. Programme Design and Implementation – Physical Safety
2. Programme Design and Implementation – Emotional Safety
3. Organisational Design

Each section contains a number of indicators that broadly describe issues related to girls’ sport safety. Each of the indicators comprises a variety of criteria that you score/rate your organisation’s performance on.

## Self-Assessment Scale

Below is the scale you can use to indicate where along the girls sport safety journey your organisation is. Please read each criteria carefully and then rate that criteria based on the scale below. Each criteria includes a short description and some also have examples to help you score/rate how your organisation is performing on those criteria.

1: *Foundation level* - Your organisation is at the beginning of the gender inclusion journey and does not currently have anything in place

2: *Preparing and Planning* – Your organisation is currently reviewing areas of strengths and weaknesses and planning the steps to be taken

3: *Basic Implementation* – Your organisation has started to implement with basic tools and resources

4: *Strong Implementation* – Your organisation is in the process of implementation with significant thought and resources having been dedicated to this process

5: *Maintaining and Improving* - Your organisation has things in place that are reviewed on a regular basis

# 1. Programme Design and Implementation - Physical Safety

**What –** This section raises issues related to child protection and physical safety that are important to consider at the programmatic level.

**Why –** It is important that the physical safety of girls is not only considered an administrative responsibility related to policies and procedures. Child protection and safety must “live” in all aspects of your programming in order to result in truly safe environments for girls. This usually requires intentional design and specific additions to programmes that target girls.

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| * 1. **Safe Facilities and Equipment** | **1** | **2** | **3** | **4** | **5** | **Notes/Next Steps** |
| **(a) Safe Playing Space**  Our organisation ensures that the playing space is free from external harm  *Example*   * Hazardous objects are removed (glass, rocks, etc.) * Field is as level as possible with large holes filled * There is no street violence present * Traffic or vehicles do not enter the field |  |  |  |  |  |  |
| **(b) Weather**  Our organisation has a policy to cease training and competitions in dangerous weather conditions (lightning, severe heat, etc.). |  |  |  |  |  |  |
| **(c) Adequate Apparel and Equipment**  Our organisation provides participants with adequate protective gear and shoes appropriate for the activity as well as for the weather. |  |  |  |  |  |  |
| **(d) Accessibility**  All facilities are accessible to participants, including those with disabilities. |  |  |  |  |  |  |
| **1.2 Transportation** | **1** | **2** | **3** | **4** | **5** | **Notes/Next Steps** |
| **(a) Safe Transport Routes**  Our organisation ensures that all routes to and from programme activities are safe for all participants  *Example*   * Programme activities are at times that are safe for girls to be moving about in the neighbourhood or area * The route to and from programme activities is well lit |  |  |  |  |  |  |
| **(b) Transport Provided**  If the route to and from programme activities (training and competitions) is deemed dangerous, our organisation takes measures to ensure girls’ safety.  *Example*   * Transportation is provided to and from these activities * A responsible person accompanies the girls * Transport is accessible for girls with disabilities |  |  |  |  |  |  |
| * 1. **First Aid** | **1** | **2** | **3** | **4** | **5** | **Notes/Next Steps** |
| **(a) First Aid Kit**  Our organisation makes sure there is a well-stocked and easily accessible first aid kit available during all programme activities and players as well as coaches know how to access it. |  |  |  |  |  |  |
| **(b) First Aid Responder**  Our organisation has at least one trained First Aid responder (coach, volunteer, referee) available at all activities. |  |  |  |  |  |  |
| **(c) Injury Referral**  Our organisation has identified and developed relationships with appropriate clinics or hospitals close to all programme areas where players can be referred in case of injury. |  |  |  |  |  |  |
| **d) Awareness of medical conditions**  Our staff have knowledge of participants’ medical conditions or disabilities. Procedures are in place in cases where action may be required.  *Example*   * In the case of a player having epilepsy or severe allergic reactions all members of staff are made aware of this and receive relevant training |  |  |  |  |  |  |
| * 1. **Nutrition** | **1** | **2** | **3** | **4** | **5** | **Notes/Next Steps** |
| **(d) Water**  Our organisation offers adequate amounts of fresh clean drinking water to all participants during all physical activities.  *Example*   * Players get multiple opportunities to drink water during the activities, especially during hot weather |  |  |  |  |  |  |
| **(e) Food**  Our organisation provides food or snacks to participants before and/or after physical activities if they are not receiving adequate nutrition at home. |  |  |  |  |  |  |

# 2. Programme Design and Implementation – Emotional Safety

**What –** This section raises issues related to child protection and emotional safety that are important to consider at the programmatic level.

**Why –** When thinking about safety, it is very important for organisations to not only consider physical safety of its participants, but also their emotional safety. Girls’ experience in the sport programme largely depends on whether they *feel safe and comfortable* during sport sessions as well as life skill sessions. It is important that emotional safety is not only considered an administrative responsibility related to policies and procedures but ‘lives’ in all aspects of your programming in order to result in truly safe environments for girls. This usually requires intentional design and specific additions to programmes that target girls.

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| * 1. **Coaching and Facilitating** | **1** | **2** | **3** | **4** | **5** | **Notes/Next Steps** |
| **(a) Female Supervision**  My organisation ensures that an adult female is always present when there is a male coach conducting a session. |  |  |  |  |  |  |
| **(b) Female Facilitation**  Our organisation ensures that female facilitators deliver life skills sessions, particularly those that address sensitive topics related to gender-based violence and sexual and reproductive health and rights. |  |  |  |  |  |  |
| **2.2 Group Management and Inclusion** | **1** | **2** | **3** | **4** | **5** | **Notes/Next Steps** |
| **(a) Diversity Is Valued and Designed For**  Our organisation ensures that programme design and delivery take into account the diverse and special needs (religious, cultural, ability) of girls in the group during the programme.  *Example*   * Girls are made to feel welcome and valued and can meaningfully participate regardless of their cultural or religious background or their disability * Girls with diverse needs are consulted regarding programme design and adaptations |  |  |  |  |  |  |
| **(b) Addressing Bullying**  Our organisation does not tolerate bullying.  *Example*   * Coaches and facilitators are trained on how to spot bullying and deal effectively with participants who engage in bullying or are being bullied * There is a clear policy against bullying, which is known by coaches, facilitators and participants |  |  |  |  |  |  |
| **(c) Reporting Complaints**  Our organisation ensures that girls have a way to confidentially raise questions or concerns related to the programme. |  |  |  |  |  |  |
| **2.3 Adequate Sport Apparel** | **1** | **2** | **3** | **4** | **5** | **Notes/Next Steps** |
| **(a) Appropriate Apparel for Emotional Well-Being**  Our organisation ensures girls are allowed to play in culturally appropriate apparel that also takes into considerations their physical safety and ability to play the sport. |  |  |  |  |  |  |
| **2.4 Safe Facilities** | **1** | **2** | **3** | **4** | **5** | **Notes/Next Steps** |
| **(a) Toilets/Changing Rooms**  Our organisation ensures that all girls have access to a safe and private place where they can change and use the toilet before and after (sport) sessions that is not accessible to boys or male staff/coaches.  *Example*   * Girls have their own dedicated toilets and/or changing rooms * If changing rooms are shared, boys and men are not permitted in changing rooms during girls’ activities * Toilets are accessible for girls with disabilities |  |  |  |  |  |  |
| **(b) Safe Session Space**  Our organisation ensures life skill sessions that address sensitive issues are delivered in a room or space that is private and not accessible to outsiders, especially boys and men.  *Example*   * Specifically but not limited to sessions that address issues related to gender-based violence and sexual and reproductive health and rights |  |  |  |  |  |  |
| **(c) Spectator Management**  Our organisation ensures that the playing field is not accessible to spectators that might inhibit the safe participation of girls in sport.  *Example*   * Bystanders (people watching) support girls while they are playing rather than make them feel uncomfortable or unsafe * Any harassment or teasing that occurs is reported and subject to investigation through a formal process |  |  |  |  |  |  |

# 3. Organisational Design

**What –** This section raises issues related to child protection and safety that are important to consider at the organisation level. This includes the development of appropriate strategies and policies, the regular training on processes, allocation of human and financial resources and involvement of both children in their own safety as well as the community.

**Why –** The policies and procedures put in place at the organisational level establish overall expectations related to child protection and safety and guide organisational practices. To ensure children’s emotional and physical safety in your sport programme it is imperative that child protection policies and procedures are imbedded in you organisational design.

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| * 1. **Child Protection Policies** | **1** | **2** | **3** | **4** | **5** | **Notes/Next Steps** |
| **(a) Child Protection Policy**  Our organisation has created and is enforcing a Child Protection Policy that is well understood by all staff and volunteers and is regularly reviewed.  *Example*   * The policy is accessible to participants, staff, coaches and volunteers in terms of its visibility and language * The policy applies to all short term and long term activities and events * Formal procedures are in place to address any breach of the policy * The policy addresses the unique safeguarding needs of particularly vulnerable girls, such as girls with disabilities. |  |  |  |  |  |  |
| **(b) Code of Conduct**  Our organisation has a code of conduct that is signed by all coaches, staff, volunteers, visitors and external consultants.  *Example*   * Refers to inappropriate conduct such as inappropriate touching or sexual behaviours, inappropriate relationships etc. * Short term visitors, donors and/or volunteers must sign the code of conduct |  |  |  |  |  |  |
| **(c) Risk Analysis**  Our organisation conducts a regular risk analysis to understand and mitigate vulnerabilities of participants and staff related to the child protection policy. |  |  |  |  |  |  |
| **3.2 Child Protection Procedures** |  |  |  |  |  |  |
| **(a) Reporting and Referral Process**  Our organisation has a reporting and referral system for harassment and abuse (for incidences within the programme and outside of the programme).  *Example*   * Coaches, staff, volunteers and participants understand and receive regular training on the process |  |  |  |  |  |  |
| **(b) Complaint and Investigation Process**  Our organisation has clear complaint and investigation processes for internal violations of policies.  *Example*   * Coaches, staff, volunteers and participants understand and receive regular training on the process |  |  |  |  |  |  |
| **(c) Consent Forms for Participation**  Our organisation requires all guardians to sign consent forms for minors participating in all regular programmes. |  |  |  |  |  |  |
| **(d) Consent Forms for Media**  Our organisation requires guardians to sign photo/video consent forms prior to releasing images of their children in the public domain/media/internet. |  |  |  |  |  |  |
| **3.3 Training of Personnel** |  |  |  |  |  |  |
| **(a) Safety and Inclusion Training**  Our organisation provides regular trainings on safety and inclusion for all staff, volunteers, coaches and participants.  *Example*   * Coaches and volunteers are trained on ensuring physical and emotional safety of participants * Coaches are trained on how to adapt sports activities and games to ensure everyone can participate regardless of ability * Coaches and facilitators are trained on how to discuss and address sensitive topics with adolescent girls in an emotionally safe way |  |  |  |  |  |  |
| **(b) Training on Child Protection Policies and Procedures**  Our organisation provides regular training for all staff, volunteers, coaches and participants on the child protection policy as well as reporting and referral processes for violations of the policy.  *Example*   * All receive training on the Child Protection Policy / Code of Conduct as well as the Gender Policy |  |  |  |  |  |  |
| **3.4 Personnel** |  |  |  |  |  |  |
| **(a) Background Checks**  Our organisation conducts background checks when hiring coaches, staff or volunteers.  *Example*   * When background checks are not available, my organisation conducts reference checks. |  |  |  |  |  |  |
| **(b) Child Protection Officer**  Our organisation has a designated Child Protection Officer to oversee policy, procedures and breaches of the policy. |  |  |  |  |  |  |
| **3.5 Participant and Community Involvement in Child Protection** |  |  |  |  |  |  |
| **(a) Development of Policies and Procedures**  Our organisation ensures that children are involved in discussions about safety and the creation of policies and procedures. |  |  |  |  |  |  |
| **(b) Child Centred Approach**  Our organisation provides regular training to participants on the child protection policy and procedures and uses child-friendly language. |  |  |  |  |  |  |
| **(c) Community Involvement**  Our organisation ensures that parents/guardians are engaged and informed about steps taken to ensure the safety of their children related to the programme. |  |  |  |  |  |  |
| **3.6 Monitoring and Evaluation** |  |  |  |  |  |  |
| **(a) Registration and Contact Information**  Our organisation registers all participants joining the programme and ensures that contact details for their parent/guardian or emergency contact is available for coaches. |  |  |  |  |  |  |
| **(b) Integration of Child Protection Indicators**  Our organisation integrates child protection performance into the monitoring and evaluation system.  *Example*   * The number of complaints and violations is tracked * Complaints, violations, investigation processes and referrals are clearly documented |  |  |  |  |  |  |
| **(c)** **Regular Evaluation of Child Protection Policies and Procedures**  Our organisation conducts evaluations after a set period of time to assess the effectiveness of the policies and procedures.  *Example*   * If no/few complaints were received, the organisation explores the child protection policies and processes to ensure they are working and effective |  |  |  |  |  |  |