A red letter n with black border

Description automatically generated

**Please note the following:**

* Allegations of harassment will not result in the automatic release of the member against whom the allegation is being filed.
* Definitions are provided in Appendix C.
* Substantiated allegations of harassment, abuse or bullying will be considered for sanctions ranging in severity from: NO FURTHER ACTION to EXPULSION.
* **Nepean Minor Hockey Association cannot guarantee complete confidentiality**. The contents of this document may be shared to resolve this complaint here within. By completing the form, you agree that NMHA may share some or all this information in the process of resolving the allegation(s).
* Allegations will be addressed according to severity, resources and safety for participants.
* The NMHA Discipline and Appeals Chair will decide the appropriate course of action, which may include handing off the issue to a community agency.
* Email completed form to Director at Large (Risk & Safety) [risk.safety@nepeanminorhockey.ca](mailto:risk.safety@nepeanminorhockey.ca)

**Please complete the following:**

1. **Person submitting concern/complaint:** Player  Parent/Guardian  Volunteer  Official  Employee

|  |  |  |  |
| --- | --- | --- | --- |
| First Name: | | Last Name: | |
| Address: | | | |
| City: | Province: | | Postal Code: |
| Phone: | Cell: | | Email: |

1. **Person on whose behalf a concern/complaint is being made (if different from above):**

|  |  |
| --- | --- |
| First Name: | Last Name: |
| Date of Birth (day, month, year): | |

1. **Name of person(s) against whom you a filling the concern/complaint(s):**

|  |  |  |  |
| --- | --- | --- | --- |
| First Name | Last Name | Title/Role | Association/League/Team |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **What date did the incident occur? \_\_**
2. **Have you respected the 24-hour rule?**   Yes  No

**Please note**: This rule is imposed to help parents and coaching staff deal with situations that are emotionally charged. Twenty-four hours usually gives both parties some cooling off time and an opportunity to gather one’s thoughts before meeting or deciding on next steps.

1. **Have you discussed the incident/complaint with the respondent?**  Yes  No

*If not, please explain why.*

1. **Who has been made aware of the incident?**
2. **Please check the ground(s) that best describes the concern/complaint(s):**
3. Harassment (refer to Appendix C for definitions and description)

Type of behaviour:  Conduct  Gestures  Comments

Based on:

Race  Disability  Colour  Marital Status SexualOrientation  Other

Age  Religion  Ethnicity  Family Status  Pardoned Conviction  Sex

1. Abuse (refer to Appendix C for definitions and description)

Type of behaviour:  Physical  Emotional  Sexual  Neglect

**Please note:** NMHA will note reports of abuse that meet the definition provided. This information shall be submitted to the proper community agencies for follow-up.

1. Bullying (refer to Appendix C for definitions and description)

Type of behaviour:  Physical  Verbal  Relational  Reactive

1. Misconduct (refer to Appendix C for definitions and description)

**Please** **note:** Allegations of misconduct will be investigated by the NMHA by formal or informal resolution according to the NMHA by-law, policies, rules and procedures.

1. **Name of person(s) who witnessed the incident/event(s):**

|  |  |  |  |
| --- | --- | --- | --- |
| First Name | Last Name | Phone | Email |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **What type of resolution are you seeking?**
2. **Are you willing to participate in an alternative resolution** **process?**  Yes  No

*If no, please provide details of why?*

*ADR is an acronym for****Alternative Dispute Resolution****or, more recently,****Appropriate Dispute Resolution****and is used to describe a range of techniques outside the traditional litigation process. ADR procedures are chosen by parties in conflict to try to resolve the dispute in a less adversarial way. These techniques are usually voluntarily and confidential (with some exceptions)*

1. **Are you willing to present your story in front of a panel at a hearing, if required?**  Yes  No

*If* *no, please provide details of why?*

1. **Particulars of the incident/event(s)**

* Provide a summary of the incident/event(s). Please keep this section no more than two (2) pages.
* Attached additional documentation to support your request. An example of Section can state, ‘see attached document titled, ‘Incident [Title]’] if the summary is expected to be lengthy.
* **Your summary must include the following:**
  + **Where/when did the incident/event(s) happen?**
  + **Who was involved (name and title/role)?**
  + **What happened? (In detail)**
  + **How was the person involved treated differently than others (if at all)?**
  + **How do the incident/events(s) relate to the ground(s) you selected?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of reporting member** **Date**

**Schedule A: Nepean Minor Hockey Association (NMHA) Coaching and Ethical Philosophy & Behaviour Guidelines**

**Nepean Minor Hockey Association (NMHA) Code of Conduct**

[Section 9 – NMHA Coaching and Ethical Philosophy & Behaviour Guidelines – NMHA (nepeanhockey.on.ca)](https://nepeanhockey.on.ca/section-9-nmha-coaching-and-ethical-philosophy-behaviour-guidelines/#conduct)

This Code of Conduct identifies the standard of behaviour that is expected of all NMHA members, including players, coaches, parents, directors, volunteers and staff.

The NMHA is committed to providing and maintaining a minor hockey environment where all individuals are treated with respect. Appendix ‘A’ identifies specific guidelines for the behaviour of Parents, Players, Spectators, Coaches, On and Off-ice Officials and Administrators and forms part of this Code of Conduct.

During all NMHA activities and events, members of the NMHA shall always conduct themselves in a fair and responsible manner. They shall refrain from comments or actions that are disrespectful, offensive, abusive, racist, or sexist. Behaviour that constitutes harassment or abuse (as defined by Canadian hockey governing bodies) will not be tolerated by the NMHA.

Members shall avoid behaviour that brings the NMHA or the sport of hockey into disrepute, including but not limited to abusive use of alcohol and non-medicinal use of drugs, or that endangers the safety of others.

NMHA members shall always adhere to NMHA operational policies and procedures, to rules governing NMHA events and activities and to rules governing any events and activities that the member participates on behalf of the NMHA.

Failure to comply with this Code of Conduct may result in disciplinary action in accordance with the Discipline policy and guidelines of the NMHA. Such action may result in the member losing the privileges that come with membership in the NMHA, including the opportunity to participate in NMHA activities.

**NMHA Player Charter of Rights**

Every player in our program has:

* The right to practice sport.
* The right to enjoy and play like a child.
* The right to practice sport in a comfortable milieu.
* The right to be treated with dignity.
* The right to be trained and surrounded by competent individuals.
* The right to train with adaptations for the individual.
* The right to practice sport in complete security and in a safe environment.
* The right to have proper rest.
* The right to try and fail.
* The right to receive a hockey education.

**NMHA Coaches Ethical Guidelines**

* I am coaching to provide hockey education to our players.
* I am coaching to work with my colleagues in a team environment.
* I am coaching to improve myself as a coach partaking in as many seminars, clinics and coaches’ committee meetings as possible.
* I am coaching to teach the values of respect, responsibility, honesty and integrity to my players, understanding that I will be their best example.
* I will conduct myself in a responsible and professional manner with referees, parents, players, and members of the NMHA Board of Governors understanding that I represent the NMHA when fulfilling my responsibilities as a coach.
* I will implement an Affiliation Program with the teams concerned in my category.
* I will instruct my staff and personnel who are helping in any capacity with my team, to support and implement the Coaching and Ethical Philosophy of the Nepean Minor Hockey Association**NMHA Behaviour Guidelines**

**Guidelines for Parents**

* Do not force your children to participate in sports but support their desires to play their chosen sport. Children are involved in organized sports for their enjoyment. Make it fun.
* Encourage your child to play by the rules. Remember that children learn best by example, so applaud the good plays of both teams.
* Do not embarrass your child by yelling at players, coaches, or officials. By showing a positive attitude toward the game and all its participants, your child will benefit.
* Should you wish to confront your child’s coach about a practice or game-related issue, wait 24 hours before doing so. Emotions can cause miscommunication and misunderstandings.
* Emphasize skill development and practices and how they benefit your young athlete.
* Know and study the rules of the game and support the officials on and off the ice. This approach will help in the development and support of the game. Any criticism of the officials only hurts the game.
* Applaud a good effort in victory and in defeat and enforce the positive points of the game. Never yell or physically abuse your child after a game or practice — it is destructive. Work toward removing physical and verbal abuse in youth sports.
* Recognize the importance of volunteer coaches. They are important to the development of your child and the sport.
* If you enjoy the game, learn all you can about the game, and volunteer!

**Guidelines for Players**

* Play for FUN.
* Work hard to improve your skills. Be a team player – get along with your teammates.
* Learn teamwork, sportsmanship and discipline.
* Learn the rules and play by them. Always be a good sport.
* Respect your coach, your teammates, your parents, opponents and officials.
* Discuss an official’s decision calmly and express your opinion clearly and without profanity or disrespect.
* Never appear for a game or practice while intoxicated by drugs or alcohol.

**Guidelines for Spectators**

* Display good sportsmanship. Always respect players, coaches, and officials.
* Act appropriately; do not taunt or disturb other players or fans; enjoy the game together.
* Cheer good plays of all participants; avoid booing opponents.
* Cheer in a positive manner and encourage fair play; profanity and objectionable cheers or gestures are offensive and will not be tolerated.
* Help provide a safe and fun environment; throwing any items on the ice surface can cause injury to players and officials.
* Do not lean over or pound on the glass; the glass surrounding the ice surface is part of the playing area.
* Support the referees and coaches by trusting their judgment and integrity.
* Be responsible for your own safety — be alerted to prevent accidents from flying pucks and other avoidable situations.
* Respect locker rooms as private areas for players, coaches, and officials.
* Never appear for a game while intoxicated by drugs or alcohol.
* Be supportive after the game . . . win or lose.
* Recognize good effort, teamwork and sportsmanship.

**Guidelines for Coaches (and all NMHA Team Officials)**

* Winning is a consideration, but neither the only one nor the most important one. Care more about the child than winning the game. Remember players are involved in hockey for fun and enjoyment.
* Be a positive role model to your players, display emotional maturity and be alert to the physical safety of players. Do not appear for games or practices while intoxicated by alcohol or drugs. Always show respect for on- ice and off-ice officials.
* Be generous with your praise when it is deserved; be consistent, honest; be fair and just; do not criticize players publicly; learn to be a more effective communicator and coach; don’t yell at players.
* Adjust to personal needs and problems of players, be a good listener, never verbally or physically abuse a player or official; give all players the opportunity to improve their skills, gain confidence and develop self- esteem; teach them the basics.
* Organize practices that are fun and challenging for your players. Familiarize yourself with the rules, techniques and strategies of hockey; encourage all your players to be team players.
* Maintain an open line of communication with your players’ parents. Explain the goals and objectives of your association.
* Be concerned with the overall development of your players. Stress good health habits and clean living.
* To play the game is great; to love the game is greater.

**Guidelines for On and Off-Ice Officials (Referees and Timekeepers)**

* Act in a professional and businesslike manner always and take your role seriously.
* Strive to provide a safe and sportsmanlike environment in which players can properly display their hockey skills.
* Know all playing rules, their interpretations and their proper application.
* Remember that officials are “teachers.” Set a good example.
* Make your calls with quiet confidence, never with arrogance.
* Control games only to the extent that is necessary to provide a positive and safe experience for all participants.
* Violence must never be tolerated.
* Be always fair and impartial.
* Answer all reasonable questions and requests.
* Adopt a “zero tolerance” attitude toward verbal or physical abuse.
* Never use foul or vulgar language when speaking with a player, coach or parent.
* Use honesty and integrity when answering questions.
* Admit your mistakes when you make them.
* Never openly criticize a coach, player or other official.
* Keep your emotions under control.
* Use only Canadian Hockey Association-approved officiating techniques and policies.
* Maintain your health through a physical conditioning program.
* Dedicate yourself to personal improvement and maintenance of officiating skills.
* Respect your supervisor and their critique of your performance.

**Guidelines for Administrators (Directors, Volunteers and Employees)**

* Follow the rules and regulations of the Canadian Hockey Association, HEO Minor and the Nepean Minor Hockey Association to ensure that the philosophy and objectives of these organizations are promoted. This means the ice time provisions for each program and the codes of conduct for other participants.
* Work with on-ice officials, coaches, parents, and other administrators to provide a positive and safe experience for all participants.
* Support programs that train and educate players, coaches, parents, officials and volunteers.
* Promote and publicize your programs.
* Never appear for an Association event while intoxicated by drugs or alcohol.
* Communicate with parents by attending parent/player orientation meetings and/or by being available to answer questions and address problems throughout the season.
* Treat all players, coaches and other volunteers with fairness, to promote fair play and sportsmanship.
* Recruit volunteers, including coaches, who demonstrate qualities conducive to being role models to the youth in our sport.
* Perform your duties impartially, in furtherance of the aims of the NMHA. Do not use your position or influence to further purely personal objectives.

**Appendix A: HOCKEY CANADA – FAIR PLAY CODE**

**NMHA acknowledges and supports Hockey Canada’s Fair Play Code.**

**RESPECT THE GAME**

Hockey Canada asks you to consider your role in showing "Respect" for the game, and for the people who make this the great game it is. How much do you RESPECT the game of hockey and all its participants?

How many of the following statements apply to you?

* The safety of the participants in the game is more important than the final score.
* I value the contribution of the coach in developing the player’s talents, even though I may not always agree with their methods.
* I understand that officials do not make the hockey rules, they only apply them.
* I understand that children learn from adults, and my behaviour reflects what I want children to learn.
* I understand that officials are responsible to ensure that the game is played in a safe and fair manner for all participants.
* I understand that players, coaches and officials are learning the game, and mistakes will be made in the learning process.
* I may not cheer for the opposition team, but I will also not cheer against them or verbally abuse them.
* I understand that the biggest reason for players and officials quitting the game is abuse.

|  |  |
| --- | --- |
| FAIR PLAY CODE for parents | 10 WAYS TO BECOME A GOOD HOCKEY PARENT |
| * I will not force my child to participate in hockey. * I will remember that my child plays hockey for their enjoyment, not mine. * I will encourage my child to play by the rules and to resolve conflicts without resorting to hostility or violence. * I will teach my child that doing one’s best is as important as winning, so that my child will never feel defeated by the outcome of a game / event. * I will make my child feel like a winner every time by offering praise for competing fairly and trying hard. * I will never ridicule or yell at my child for making a mistake or losing a competition. * I will remember that children learn best by example. * I will applaud good plays / performances by both my child’s team and their opponents. * I will never question the official’s judgement or honesty in public. * I will support all efforts to remove verbal and physical abuse from children’s hockey activities. * I will respect and show appreciation for the volunteer coaches who give their time to provide hockey experiences for my child. | * 1. Get involved with your son or daughter's team in a positive way.   2. Let your child know you enjoy having them involved with the game.   3. Don’t lose perspective; emphasize the values associated with the game.   4. Be supportive and don’t let expectations become a burden to your child.   5. Model respectful behaviour for your child.   6. Be there for your child whether they win or lose.   7. Make safety, respect, fair play and fun a priority.   8. Support your child emotionally.   9. Encourage your child to participate but avoid pressuring them to play the game.   10. Communicate with your child’s coach in a professional effective manner. |

**Appendix B: Definitions**

**NMHA acknowledges and supports Hockey Canada’s definitions of harassment, abuse and bullying.**

***The following definitions will be used to determine the grounds which the allegation is made and the process to address it.***

**HARASSMENT**

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 the grounds prohibited in human rights legislation, such as race, ethnicity, colour, religion, age, sex, marital status, family status, disability, pardoned conviction and sexual orientation.

Harassment may occur among anyone between peers (e.g.: player to player of the same age group, parent to official, parent to parent, 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).

The following is a non-exhaustive list of examples of harassment:

* Unwelcome jokes, innuendo or teasing about a person's body, looks, race, sexual orientation etc.
* Condescending, patronizing, threatening or punishing actions which undermine self-esteem.
* Practical jokes which cause awkwardness or embarrassment or may endanger a person's safety.
* Degrading or inappropriate hazing rituals.
* Unwanted or unnecessary physical contact including touching, patting, pinching.
* Unwanted conduct, comments, gestures or invitations of a sexual nature which are likely to cause offence or humiliation, or which might on reasonable grounds be perceived as placing a condition of a sexual nature on employment or on any opportunity for training or advancement.
* Sexual assault or physical assault.

**ABUSE**

Child 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.

**DUTY TO REPORT**

Abuse and neglect are community problems requiring urgent attention. The NMHA is committed to help reduce and prevent the abuse and neglect of participants. The NMHA realizes that persons working closely with children and youth have a special awareness of abusive situations. Therefore, these people have a particular reporting responsibility to ensure the safety of Canada's young, by knowing the Ontario provincial protection acts and following through as required. Information about one’s legal duty to report and circumstances under which reporting must occur according to child protection legislation is available at [www.hockeycanada.ca](http://www.hockeycanada.ca)

**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. This may take the form of slapping, hitting, shaking, kicking, pulling hair or ears, throwing, shoving, grabbing, hazing or excessive exercise as a form of punishment.

**Emotional Abuse**

Emotional abuse is a chronic attack on a child or youth’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 or youth’s needs.

**Sexual Abuse**

Sexual abuse is when a child or youth is used by a child or youth with more power or an adult for their own sexual stimulation or gratification. There are two (2) categories of sexual abuse: contact and non-contact.

**Neglect**

A general definition of neglect is the 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. This may occur in hockey when injuries are not adequately treated or players are made to play with injuries, equipment is inadequate or unsafe, no-one intervenes when team members are persistently harassing another player, or road trips are not properly supervised.

**BULLYING**

Bullying involves a person expressing their power through the humiliation of another person. Bullying occurs between people at any age and is not addressed under human rights legislation. It is inappropriate behaviours that are typically cruel, demeaning and hostile toward the bullying targets (most commonly occurs between children under the age of twelve but may also constitute behaviours between youth or between adults. Bullying is similar to harassment, but the behaviours are not addressed under human rights laws. Bullies are typically cruel, demeaning and hostile towards the targets of their bullying.).

The actual issue of bullying is not addressed by the law, except when the behaviour does become a criminal issue – e.g. extortion, physical assault etc... Bullying can be broken down into four types:

* Physical (hit or kick victims; take/damage personal property)
* Verbal (name calling; insults; constant teasing)
* Relational (try to cut off victims from social connection by convincing peers to exclude or reject a certain person)
* Cyber bullying

The following is a non-exhaustive list of tactics used by bullies to control their targets:

* Unwarranted yelling and screaming directed at the target.
* Continually criticizing the target’s abilities.
* Blaming the target of the bullying for mistakes.
* Making unreasonable demands related to performance.
* Repeated insults or put downs of the target.
* Repeated threats to remove or restrict opportunities or privileges.
* Denying or discounting the targets accomplishment.
* Threats of and actual physical violence.

**MISCONDUCT**

Misconduct refers to the behaviour or a pattern of behaviour that is found, by a formal (e.g., an independent investigation) or informal process (e.g., an internal fact finding), to be contrary to the NMHA Code of Conduct and that is not harassment, abuse or bullying.