

**NCCP Code of Ethics
&
Sport as a Discrimination-Free Zone**

NCCP Code of Ethics

What is a Code of Ethics?

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group, and outlines the expected conduct of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

Why a Code of Ethics in Coaching?

Core coaching values have been formalized and expressed as a series of principles in the NCCP Code of Ethics. These principles can be thought of as a set of duties and responsibilities regarding participation in sport, coaching athletes or teams, and administering sports.

The NCCP Code of Ethics can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes "the right thing to do".

Principles of the NCCP Code of Ethics

The NCCP Code of Ethics is a simplified version of the Code of Ethics of the Canadian Professional Coaches Association (CPCA). However, both codes deal with the same fundamental principles and beliefs:

1. Respect for Athletes
2. Coaching Responsibly
3. Maintaining Integrity in Relations with Others
4. Honouring Sport

The following pages provide a description of each principle and outline implications for coaches.

The Fair Play principles, which follow the NCCP Code of Ethics, relate to the principle of "Honouring Sport".

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1. Respect for Athletes

The principle of respect for athletes challenges coaches to act in a manner respectful of the dignity of those involved in sport. This principle is based on the basic assumption that each person has value and is worthy of respect. Acting with respect for participants means that coaches:

- Do not make some participants feel more or less worthy as persons than others, on the basis of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socio-economic status, marital status, age, or any other conditions.
- 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 vulnerable or in dependent positions, and therefore less able to protect their own rights.
- Interact with others in a manner that enables all participants in sport to maintain their dignity.
- Build mutual support among fellow coaches, officials, athletes, and their family members.

2. Coaching Responsibly

The principle of coaching responsibly carries the expectation that the activities of coaches will benefit society in general, and athletes in particular, and will do no harm. Fundamental to the implementation of this principle is the notion of competence, which implies that coaches should be well-prepared and possess up-to-date knowledge of their discipline so that they will be able to maximize benefits and minimize risks to athletes.

In addition, coaching responsibly implies that coaches:

- Act in the best interest of the participant/athlete's development as a whole person.
- Recognize the power inherent in the position of coach.
- Are aware of their personal values and how these affect their behaviour.
- Acknowledge the limitations of their knowledge and competence in their sport.
- Accept the responsibility to work with other coaches and professionals in sport in the best interests of the athletes.

3. Integrity in Relationships

Behaving with integrity means that coaches are expected to be honest, sincere, and honourable in their relationships with others. Acting on these values is possible when coaches have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence how they interact with others.

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.

4. Honouring Sport

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

- Act on and promote clearly articulated values related to coaching and sport.
- Encourage and model honourable intentions and actions.

Sport as a Discrimination-Free Zone

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

- Canadian Charter of Rights and Freedoms

One of your shared responsibilities with participants and parents is to ensure that discriminatory behaviour on the bases described in the charter and in the NCCP Code of Ethics is not tolerated in your sport environment.

Discrimination occurs when an individual or group is treated unfavourably or unequally because of prejudice or stereotyping.

Prejudice is the use of prejudgment, or having a preconceived opinion about someone.

A **stereotype** is the broad, often inaccurate, belief about the characteristics of a cultural, ethnic, or racial group, used to describe an individual thought to be a member of that group.

Harassment is comments or conduct that should reasonably be known to be unwelcome to another, and can include actions such as jokes that isolate a particular group or groups, verbal slurs and insults, and condescending or intimidating behaviours.

What Can I Do to Create a Discrimination-Free Zone With My Team?

There are many influences on participants that affect their ability to treat each other fairly and with respect. For example, the participants may have been exposed to racist or sexist behaviour all around them at school, at home, and at play. The best thing you can do as a coach is to watch what you say and do, to intervene if someone on or around your team acts in a discriminatory way, and to encourage the participants and their parents to intervene themselves if they see or hear this type of behaviour.

Addressing how participants want to be treated and how they are going to treat others is a great starting point for building a team code together, which will go a long way toward preventing discriminatory behaviour before it happens.

What Can I Do if I Witness Discriminatory Behaviour?

Understand clearly that not responding is actually interpreted by others as a response; this passive response can indicate that you are OK with what was said or done. A passive response, although leaving you at little personal risk, does nothing to change or stop the behaviour from happening again.

An aggressive response usually seeks to shame the person who has shown the discriminatory behaviour. This type of response usually escalates the situation and does not model respect for others.

Choose a Positive Response to Intervene Effectively

<p>Passive response "doing nothing"</p> <p>Not recommended</p>	<ul style="list-style-type: none"> • Goal is to ignore the behaviour • Sometimes an attempt is made to rationalize the behaviour • Assumes the other person will not stop/change the behaviour even if an intervention is made • Considers time on task and/or personal safety as more important <p><i>Examples: Laugh along with a discriminatory joke, or saying nothing when a discriminatory remark is made</i></p>
<p>Aggressive response "confronting"</p> <p>Not recommended</p>	<ul style="list-style-type: none"> • Goal is to stop the behaviour in the short term • Comes across as judging the person, not the behaviour • Usually results in the other person wanting to retaliate • Often based on a sense of superior authority, strength, or numbers • The safety of the person whom you are confronting is also at risk now <p><i>Examples: "I can't believe you said that. How ignorant can you be?" "Don't you know that what you are saying is wrong?"</i></p>
<p>Positive response "seeking change"</p> <p>Recommended</p>	<ul style="list-style-type: none"> • Goal is to stop the behaviour in the short term and to change the behaviour in the long term • Names the behaviour as unacceptable • Points out what is needed in the situation • Does not judge the other person • Is based on modeling respect <p><i>Example: "Please do not say that; it is hurtful. How about treating that person as you would like to be treated, and as we agreed to treat one another as team members?"</i></p>

By choosing a positive response and intervening when you witness discriminatory behaviour, you are modeling respect for others, and attempting to educate for change.

What Is Inclusion?

Inclusion is the welcoming and providing of full access to teams and programs for participants with a disability in your community.

Inclusiveness means active involvement of participants with a disability in all aspects of the team or sport program. It does not mean that the focus of the team or sport program should be on the participants with a disability, but rather that they should play just as integral a role as any other member of the team or, participant in the program.

A Checklist - Is our Team Environment a Discrimination-Free Zone?

- People first language is used (i.e. language that does not demean a particular person or group)
- Posters and other materials that demean a particular group are not displayed or exchanged (e.g., posters, cards, magazines, cartoons, videos/DVDs, screen savers)
- Name calling is not tolerated
- Jokes that poke fun at specific populations are not tolerated
- Every participant is given equitable coach attention
- Every participant is given equitable playing time in community sport
- Every participant has a say in developing the team code of conduct
- The team code of conduct outlines behaviours that will promote a discrimination-free zone and this code is enforced by all
- Initiation ceremonies are not practiced

