

Trauma Informed Care

Dr Mary Woessner & A/Prof Fiona McLachlan

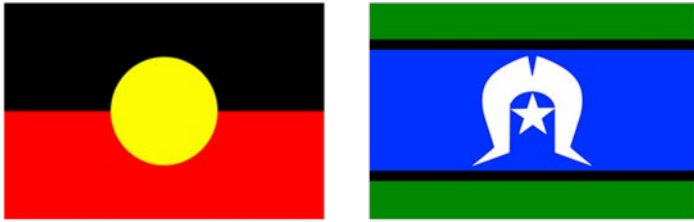
Institute for Health and Sport, Victoria University



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Acknowledgement of Country – Melbourne



We acknowledge the Ancestors, Elders and families of the Kulin Nation who are the Traditional Owners of University land. We also acknowledge all Traditional Owners of Country throughout Victoria and pay our respect to their culture, and their Elders past, present and future.

As we share our own knowledge practices within the University may we pay respect to the deep knowledge embedded within the Aboriginal community and their ownership of Country.

We acknowledge that the land on which we meet is a place of age old ceremonies of celebration, initiation and renewal and that the Kulin people's living culture has a unique role in the life of this region.

Who are we?



Dr. Mary Woessner
*Senior Lecturer/Research Fellow,
Institute for Health & Sport, VU*



A/Prof Fiona McLachlan
*Associate Professor, Sport Studies
Institute for Health & Sport, VU*

**Expert researchers in child abuse prevention and response in sport across disciplines
(sport sciences, public health, sport management/sociology)**

Intention of workshops

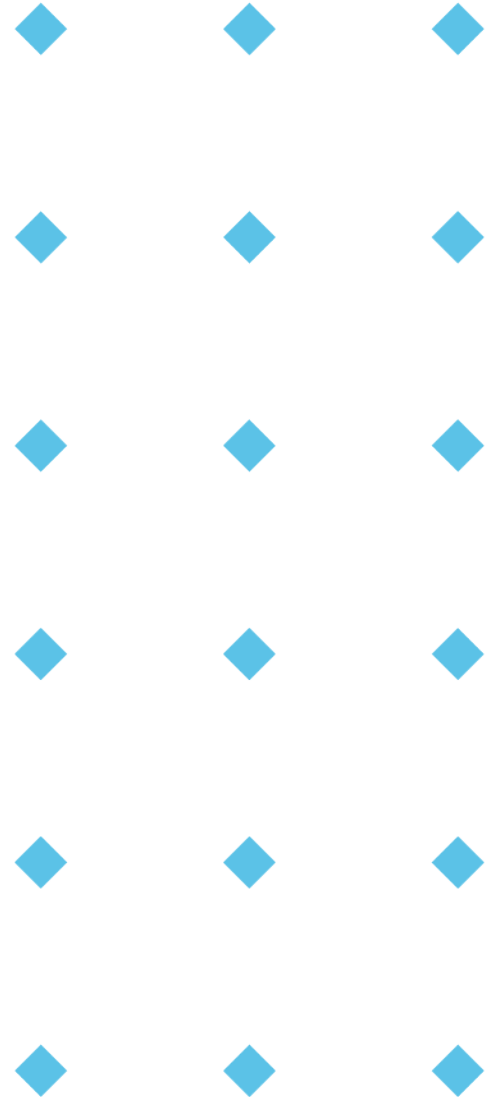
Trauma-informed practice is a whole-of-system approach

- ‘One does not have to be a therapist to be therapeutic’
- Not aiming for trauma informed specialists

Creating a culture that supports timely disclosures

- Some roles need to investigate the situation
- All need to build a culture of safety

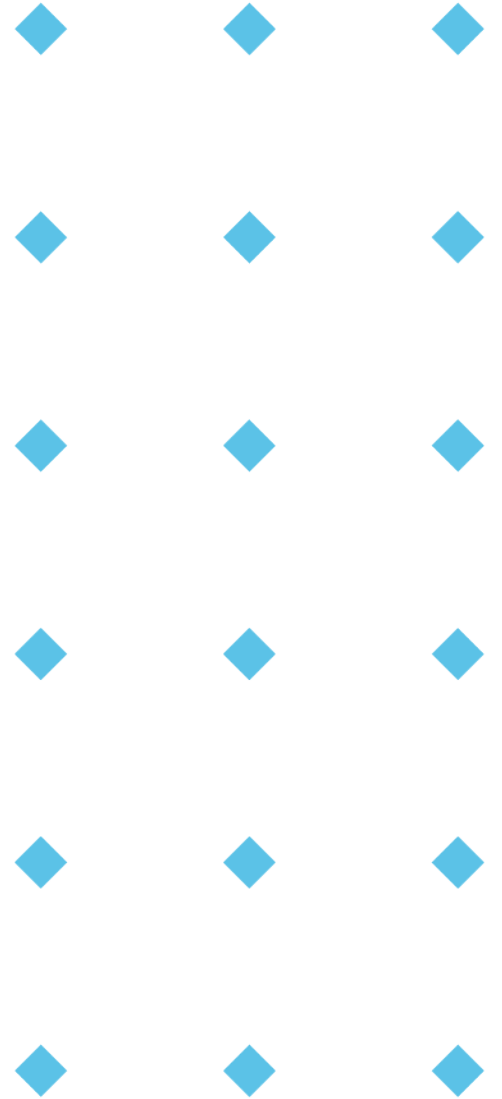
Putting the human back into the investigation process (reducing secondary trauma and re-traumatisation)



Wellbeing Considerations

- ◆ Self-check-in: discomfort can be part of growth 'stretch zone' but don't just 'push through'
- ◆ What is your stretch zone? How do you know you are outside of it? What can you do to regulate yourself?
- ◆ Grounding techniques: controlled breathing, focus on object/item, list items in category

Acknowledgement: Pola Practice workshop guidance

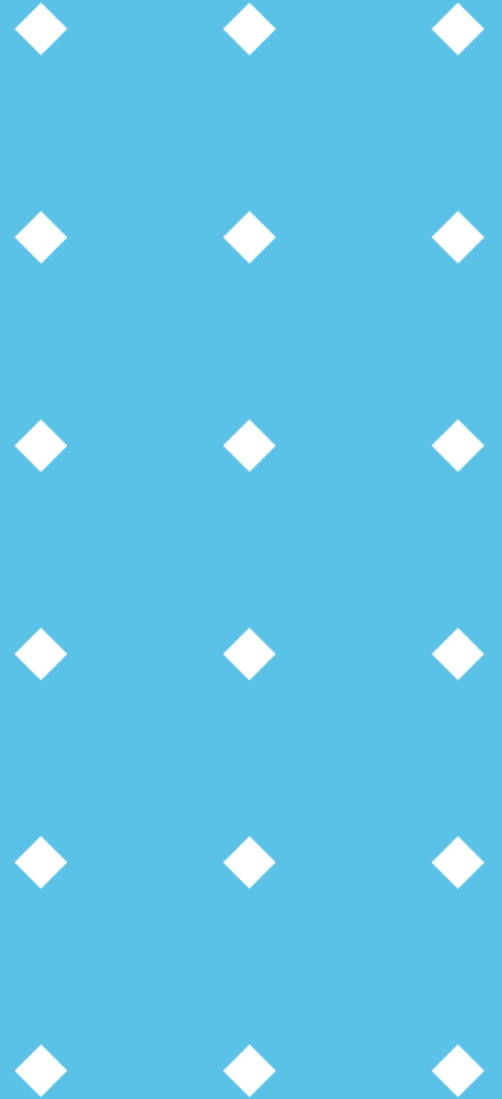


Check-In with your neighbour

- Creates connection
- Gives all voices into the room and sets the intent for contribution.
- Celebrates both common threads and differences
- Allows everyone to arrive into the space exactly as they are.
- A protected space from comment or judgement.



What is Trauma-Informed Care?



Trauma-informed practice supports the wellbeing of everyone, regardless of whether they are currently, or have previously, experienced trauma.

Trauma-informed practice begins with the needs of people who have experienced trauma and having the knowledge, skills and confidence to respond to those needs in a way that promotes safety, healing and recovery.

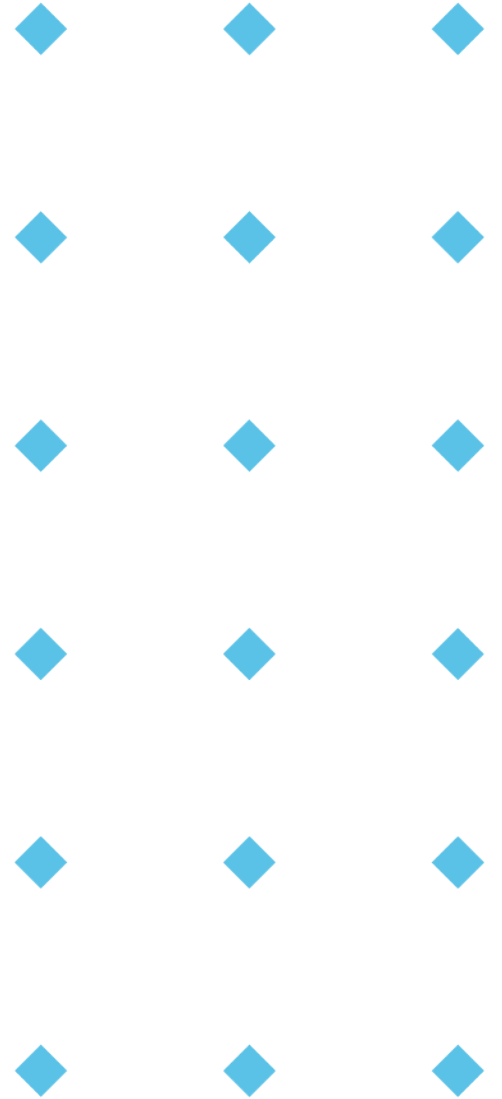


What is trauma?

Trauma results from an event, or series of repeated events, or circumstances that is experienced as physically or emotionally harmful or life-threatening.

Complex trauma is repeated and extreme, occurs over a long time, or is perpetrated in childhood by caregivers or people in position of authority or trust.

Impacts everyday life – identity, physical and mental health, relationships and wellbeing.



Prevalence of trauma

Experience of abuse < 15 years

1 in 6 women

1 in 9 men

1 in 4 adults
live with impact of childhood trauma

Australian Bureau of Statistics

Impacts of trauma

1

**Mental
health
concerns**

2

**Physical
health**

3

**Thought,
feelings and
behaviours**

4

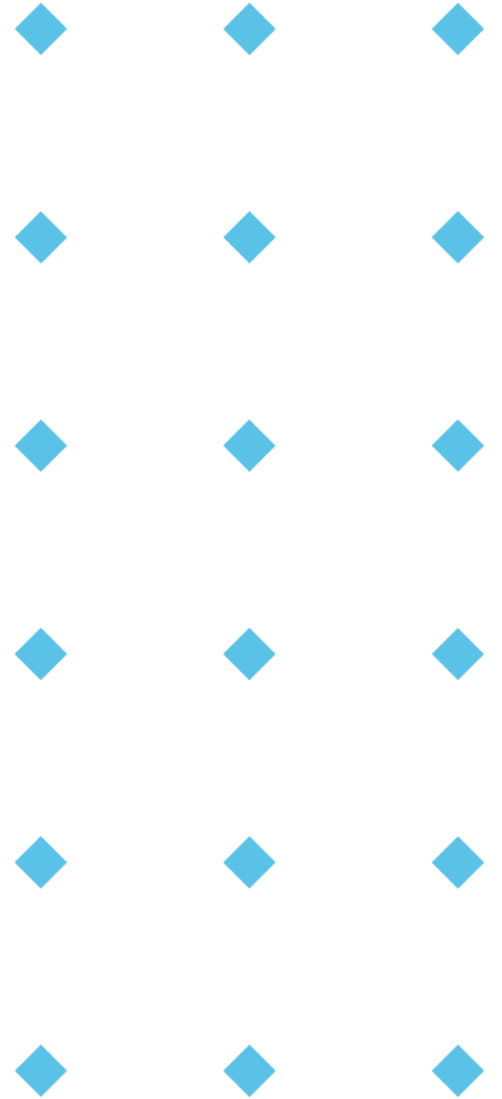
Relationships

What is trauma-informed care?

A program, organisation, or system that is trauma-informed

- ◆ Realises the widespread impact of trauma and understands potential paths for recovery
- ◆ Recognises the signs and symptoms of trauma in clients, families, staff, and others involved with the system
- ◆ Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and
- ◆ Seeks to actively resist re-traumatisation

SAMHSA, 2018



Trauma informed care: Core principles

Safety

Trustworthiness &
transparency

Collaboration &
mutuality

Empowerment

Voice & choice

Cultural, historical &
gender issues

Unique Sport Context

“Win at all [what] costs” mentality permeates through community sport

Competition focus

Huge sporting nation

Sport has a unique context wherein:

- Violent or aggressive behaviours can be (and have been) normalised (eg “tough love coaching”)
- Sexualised cultures have been normalized (eg sexualised jokes and banter)
- Valuing adults over children (eg driven by results and excellence, may overlook potential harms)



What is abuse in sport?

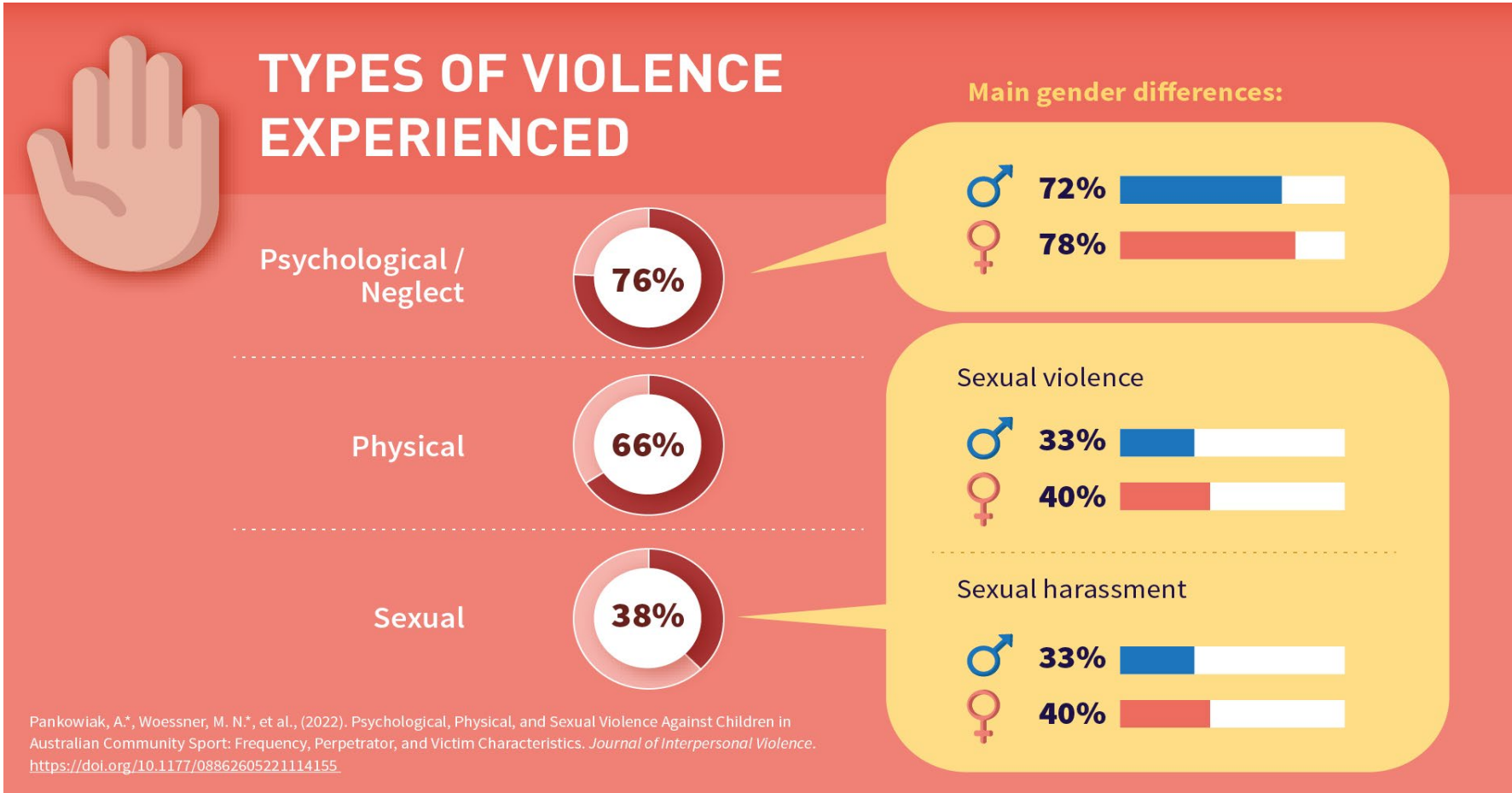
Abuse can take many different forms and exists both in the physical and online environment:

- Overtraining/ playing against medical advice
- Tracking of individuals and enacting physical punishment/isolation
- Exclusion/isolation in groups (online or in-person)

Safe Sport Allies

Neglect	Psychological abuse	Physical abuse	Sexual abuse
Medical neglect	Being threatened, name calling, verbal abuse	Physically harmful initiation rituals	Sexual looks
Failure to supervise	Being ignored or excluded	Forced doping	Sexual images (receipt manufacture, transmission or forced to watch)
Not having basic needs met such as food or water	Not receiving appreciation for sports achievements	Being forced play or train while being ill, exhausted or injured	Made to undress
Educational neglect	Unrealistic high expectation pattern	Hitting, slapping, punching, pinching, biting, burning, kicking, etc.	Sexually touching
Lack of safe athletic equipment	Psychologically harmful initiation rituals	Physically harmful/painful corrections	Sexual assault
			Genital, oral, anal penetration (or attempt)
			Sexually harmful initiation rituals

Abuse in Australian community sport



Pankowiak and Woessner et al 2022

Australian sport response to abuse in sport

National Integrity Framework – Sport Integrity Australia (2020)

National Sporting Organisations policies: safeguarding/ member protection policies/ complaints

Staff and Volunteer roles (but not always)

- ◆ State/ National Integrity Sport Manager
- ◆ Member Protection Information Officer/ Child Safeguarding Officer

It is everyone's responsibility to ensure sport is safe and people disclosing are responded to appropriately

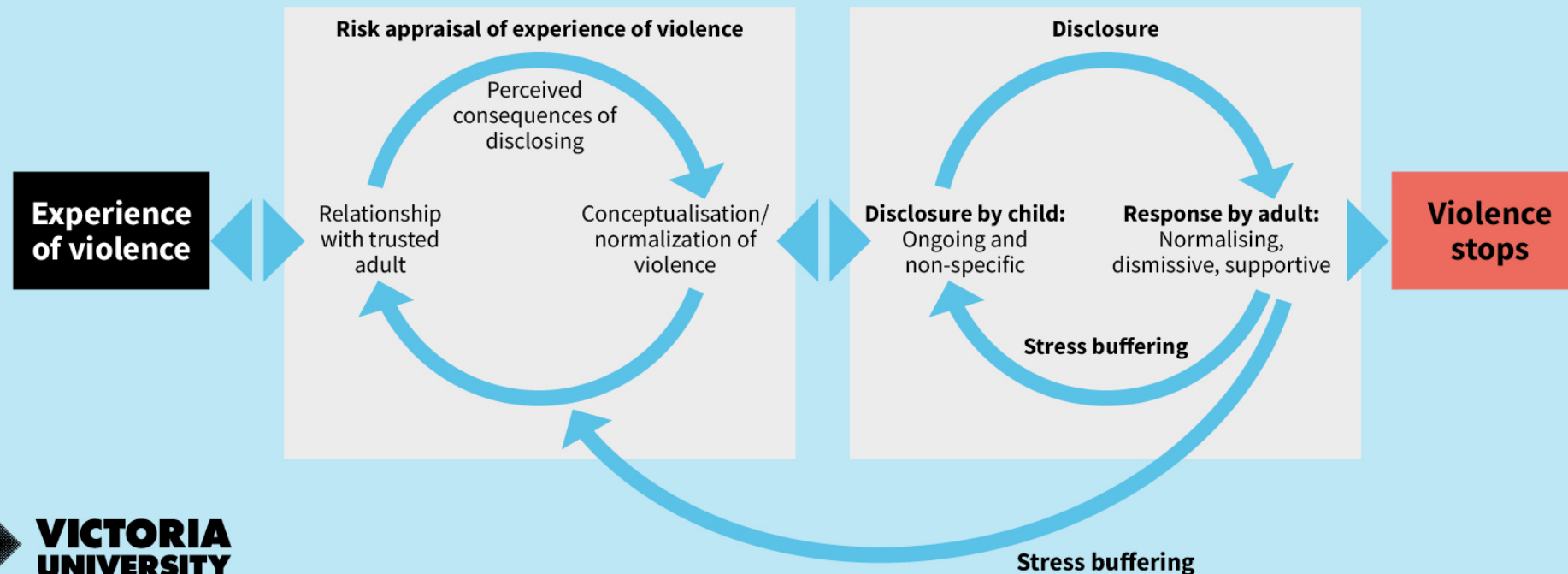
It can take a long time for people to talk so be ready for experiences that happened before 2020

Disclosures and response in sport

POLICY: DISCLOSURE PROCESS



REALITY: DISCLOSURE PROCESS



Activity ONLINE: Barriers and Needs for Trauma Informed responses in Sport

Scan the QR code with your phone (use the photo app), and then add a comment under each of the four prompts by clicking the + sign under each.

What have others said before?

Mary Woessner + 30 + 8mo

Activity 2- Barriers and needs for trauma informed response

1. What is/are your biggest barrier(s) right now to being able to provide a trauma informed response

Educating volunteers

Informing people

Fear of doing/saying wrong thing

Restricted volunteer resources/resistance/people not wanting to bear that responsibility

Communication

People dont want to know about change; or new ways; they feel the old way is good enough

The scale of community sport. Hard to have the resources to support volunteers.

Too many departments not talking to each other

lack of control over which individuals are appointed to become coaches

Limited education in knowing how to respond.

Support and resources

Dominant Middle aged white men in positions of authority

2. What policies/resources/support does your organisation currently have to support trauma informed responses

Influencing and bringing leaders along the journey.

Time

None that I'm aware of except education in the integrity space about language responding to complaints and being person-first focused

Child safeguarding and young people policy

Nothing really. Big disconnect

Child Safety policy

Limited and especially not pushed to inform members

Appointed child safety officers

Online mandatory courses that have to be completed to be able to renew your membership

Rely on Sport Integrity framework education

Access to NIF education, VicSport workshops, national body policies

Lots but they don't think it's important to follow

3. Do you think staff/volunteers in your organisation feel supported to respond in a trauma informed manner?

Yes - ongoing progress

No - Have not been educated thoroughly enough to provide an appropriate response

To an extent. We offered MHFA training for staff but similar result in the "usual suspects" taking the opportunity. More to be done to support MPIOs in clubland

Probably not

No. Most would not know who to talk to

No, they wouldn't know who to contact

No

Some will but most won't. They lack the practice, experience & confidence to apply the required skills.

No - we are losing volunteers - not renewing, was because of an unacceptable interaction they had

There is a gap in structure of formal reporting and education on trauma related management

No as the process is not well known nor encouraged

4. Do you think there could be repercussions for a volunteer/staff coming forward after receiving a disclosure of abuse?

Yes

Yes - especially at community level where the knowledge/education of the topic is not as strong

Managing these complaints, I hope not. The issue is that they perceive nothing is being done but we are limited in explaining what we are doing for privacy reasons

There shouldn't be repercussions

We (state level) would support the associations to implement a sanction in line with the policies

There shouldn't be, but in a small club I can see issues

I think there could be repercussions at a club level if someone were to come forward

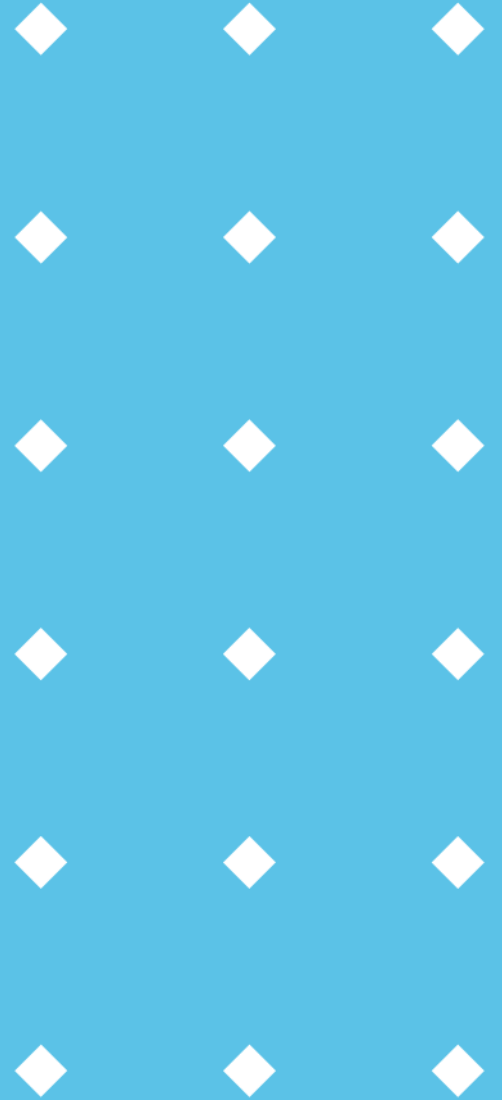
Yes

Hard. To attract volunteers

Yes, including vilification behind their backs

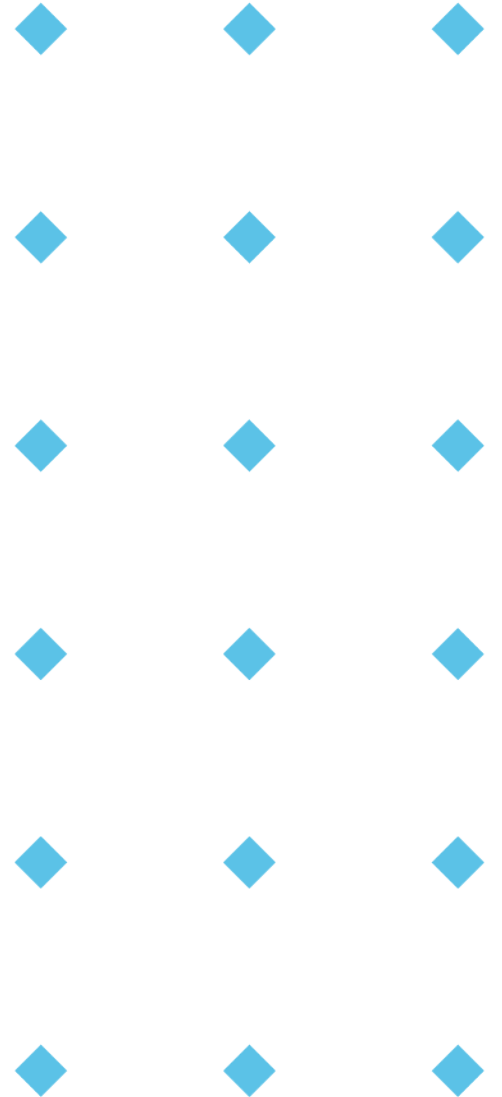
Not sure

What do trauma-informed responses look like ?



A trauma-informed response...

- Focuses on human-centred approach
- Considers the experience of the child/victim as a valued outcome of the reporting and disclosure process
- Provides all necessary information to help children and families understand options, make informed decisions, and take control of next steps



What does a trauma-informed response look like?

Non-trauma informed

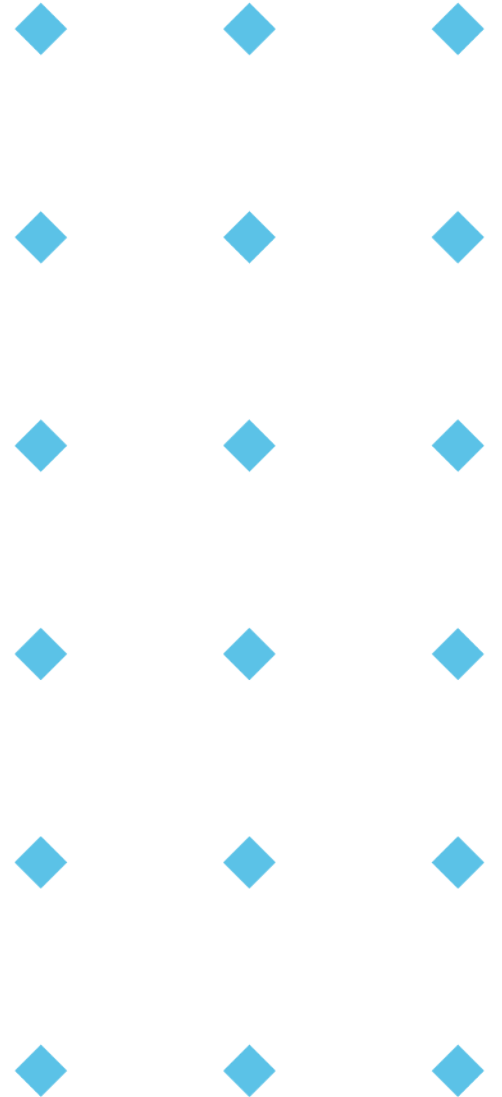
- ◆ Are you sure this is how it happened?
- ◆ Why didn't you report this sooner?
- ◆ Tell me everything that happened without leaving out any details
- ◆ I can't believe it. I'm shocked!
- ◆ No not x, he's a friend of mine
- ◆ I won't tell anyone else

Trauma informed

- ◆ You did the right thing in telling me/ thank you for telling me
- ◆ I'm sorry this happened to you
- ◆ You are not to blame/ It's not your fault
- ◆ I believe you
- ◆ I am going to try and help you
- ◆ I can't keep this a secret, but I won't tell anyone except those who must know to help
- ◆ Can you help me understand your experience and what happened to you?
- ◆ Please share as much as you are comfortable with

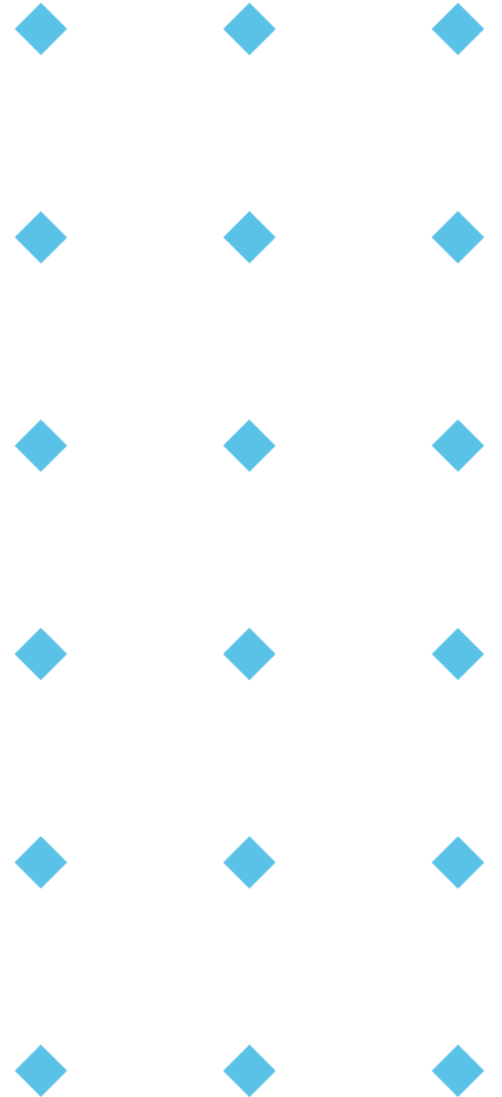
Trauma-informed responses to disclosure

- Give the child or young person your full attention
- Maintain a calm appearance
- Don't be afraid of saying the "wrong" thing
- Reassure the child or young person it is right to tell
- Accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult
- Let the child or young person take his or her time
- Let the child or young person use his or her own words



Trauma-informed responses to disclosure

- Don't make promises you can't keep
- Tell the child or young person what you plan to do next
- Do not confront the perpetrator
- Write down accurately what the young person told you. Records should be detailed and precise
 - ◆ Sign and date your notes
 - ◆ Keep all notes in a secure place for an indefinite period - essential in helping your organisation decide what is best for the child, and as evidence if necessary
- Seek help for yourself if you feel you need support



Activity 1: Trauma Informed Response Case Study

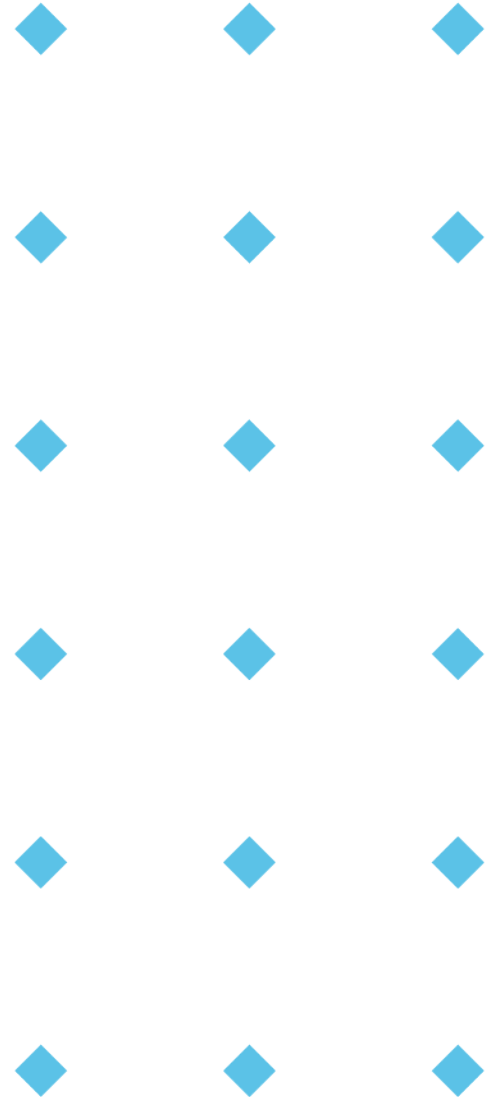
Arthur

Fernando is a 16-year-old youth coach at the local sports club. He is well liked and trusted and spends a lot of time with the young sport participants. Because of this, he hears a lot of stories. One such story is about Arthur, a 14-year-old sport participant. He comes to you to share his concerns.

Apparently, Arthur is systematically being excluded and not invited to social activities organised by his. He does not know this because his teammates have a WhatsApp group without him in it.

Fernando also heard that the teammates occasionally hide Arthur's clothes and belongings in the locker room while he is taking a shower. They also all agree not to speak to Arthur, and sometimes give him a push, a shove, or a punch during training. On the field, Arthur gets made fun of and sometimes tackled viciously.

Fernando noticed that Arthur is becoming more and more withdrawn lately.



Activity 1-Trauma Informed Response Case Study

Workbook Page 2

Rehearsal/practice is a key element in promoting effective responses.

Now that you've listened to the scene play out, go to your workbook and reflect on how you would change the response (interpersonally) to Fernando.

In small groups:

- ◆ Identify points of intervention
- ◆ Re-write responses of adult
- ◆ Role play new conversation
- ◆ If needed, re-work (some) responses again

Share responses for group discussion



Activity: Wrap Up Case study

Fernando: Can I speak to you for a minute?

Response: Sure, I've got two. What's up?

Fernando: Ummmm... this is a bit hard to say... I've been seeing some stuff that isn't great so thought I'd check with you.

Response: Okay, sure, what's been happening?

Fernando: Well... this isn't about someone I'm coaching, but I've heard bad stuff has been happening to Arthur, who's in one of the under 15 teams. He's being bullied a bit, left out a bit.

Response: Right, I see. But if you're not the one who is coaching him, how can you be sure what's going on?

Consider location

Not encouraging

Disbelief

Activity: Case study

Fernando: Well, I've heard from a few of the other boys that his teammates are tackling him hard in training and getting too physical. He gets left out a lot and laughed at, made fun of, that sort of thing.

Response: But I know his coach – he's a good guy. Really gets a lot out of the boys. Would this *really* be happening on his team?

Disbelief
Taking sides

Fernando: Well, I can only tell you what I've seen and heard... They're doing things like hiding or moving Arthur's stuff in the change room – when he gets out of the shower, his things aren't there... I had that happen to me once a few years ago, it was a horrible experience.

Dismissive

Response: Yeah, I guess jokes can get a little out of hand sometimes.

Activity: Case study

Fernando: It seems like the 'jokes' are always directed at Arthur. He's being picked on at training, no one really includes him on the pitch... he seems really left out. And probably the biggest thing is that he's looking really unhappy. It seems to be getting worse lately. So, I'm a bit worried about him.

Response: Well, leave it with me. I'll have a think about what to do. Cheers Fernando. Good luck with the match on Sunday!

Didn't

Acknowledge disclosure

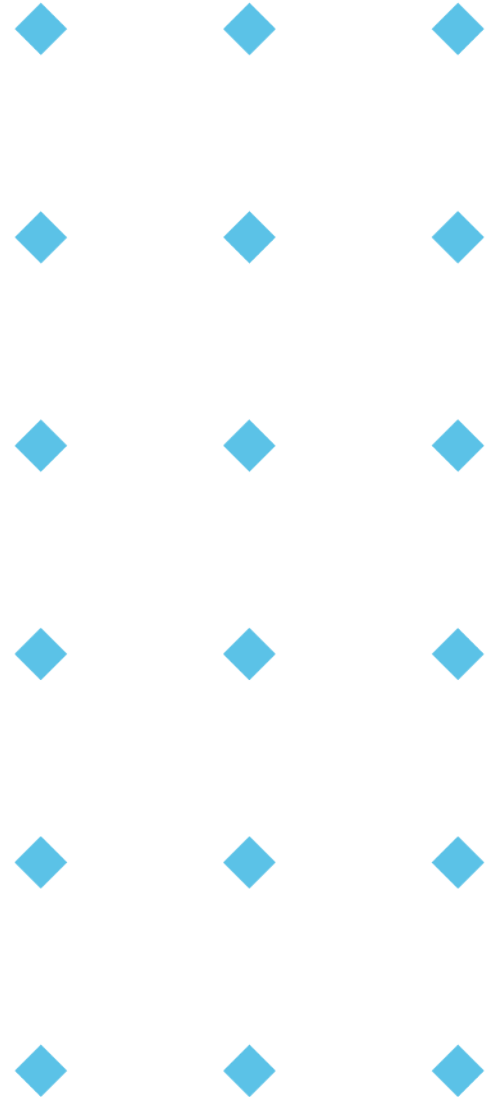
Mention next steps

Thank Fernando for sharing his concerns

Check if Fernando needs support

Case study debrief

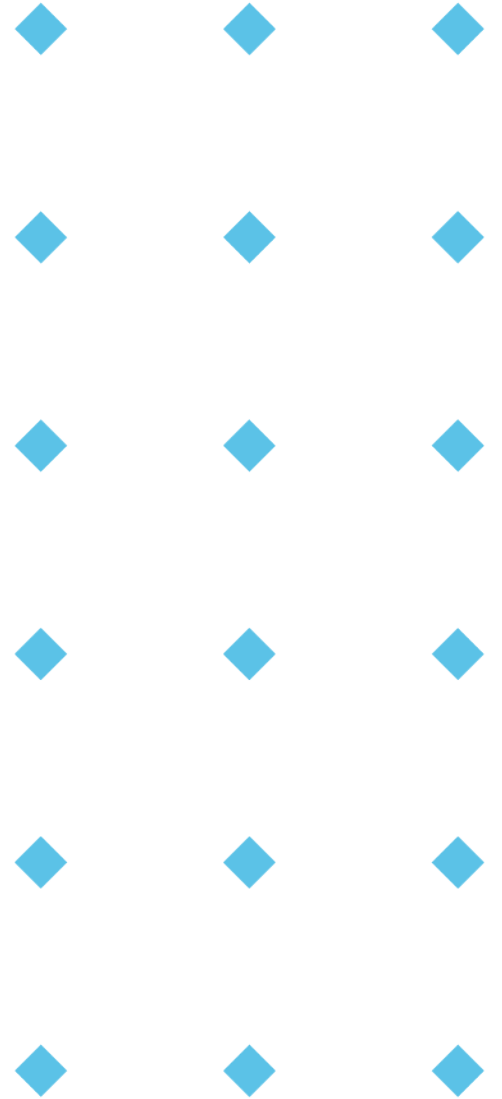
- Human centred, trauma informed
- Focus on the experience of child
- Conversation is a living thing – can always redirect, revisit, return (within and after the interaction)
- Active listening, reflecting back
- Apologise for any mistakes and try again
- Check in regarding distress



Support and next steps

Mental health and wellbeing support

- ◆ headspace and eheadspace
- ◆ Kids Helpline
- ◆ Bravehearts
- ◆ Blue Knot Helpline
- ◆ 1800Respect
- ◆ 13YARN

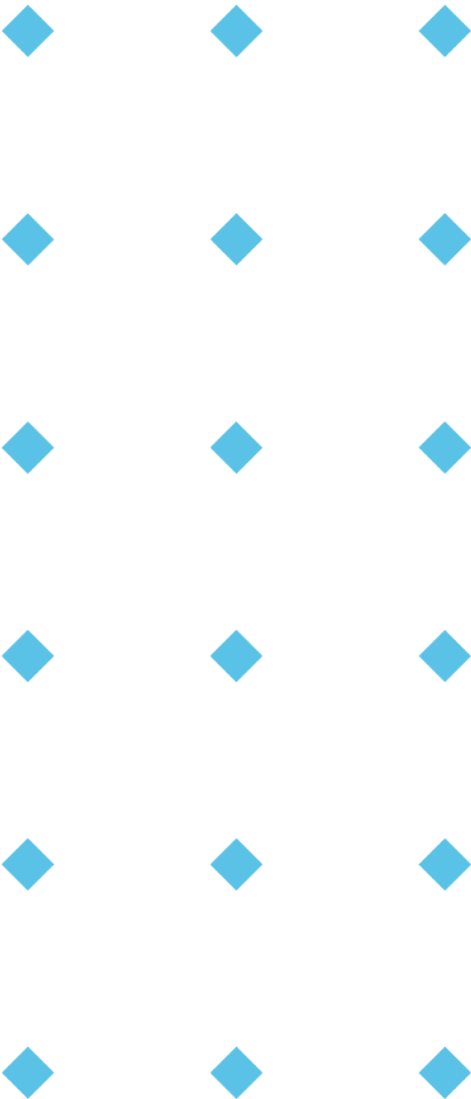


Support and next steps

Child protection/relevant authority notification (as needed)

Transparency regarding next steps

Check back with child (and family)



A moment for wellbeing

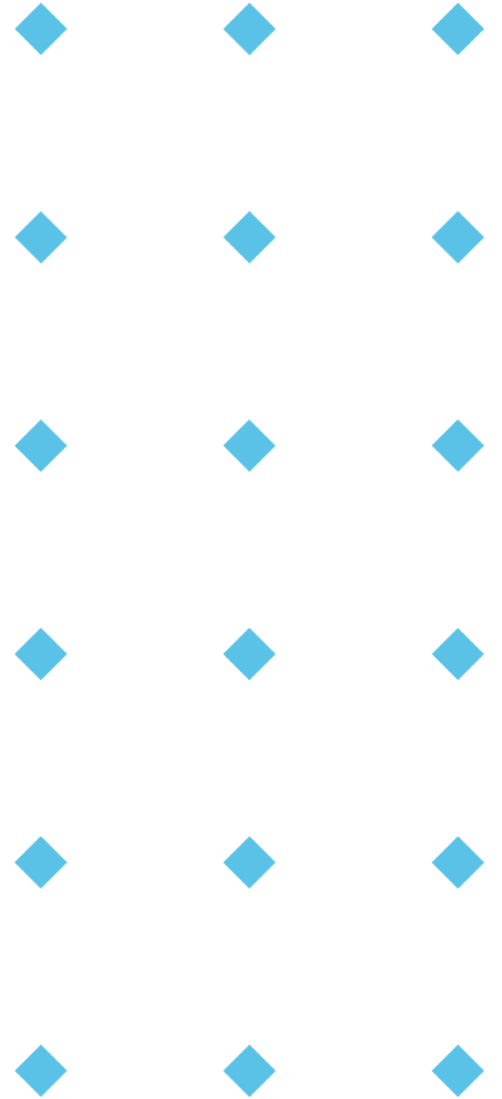
Notice 3 things

Notice 3 things you can see, hear and feel

Notice 2 things you can see, hear and feel

Notice 1 thing you can see, hear and feel

3 types of breathing



Break from 12-12:30pm

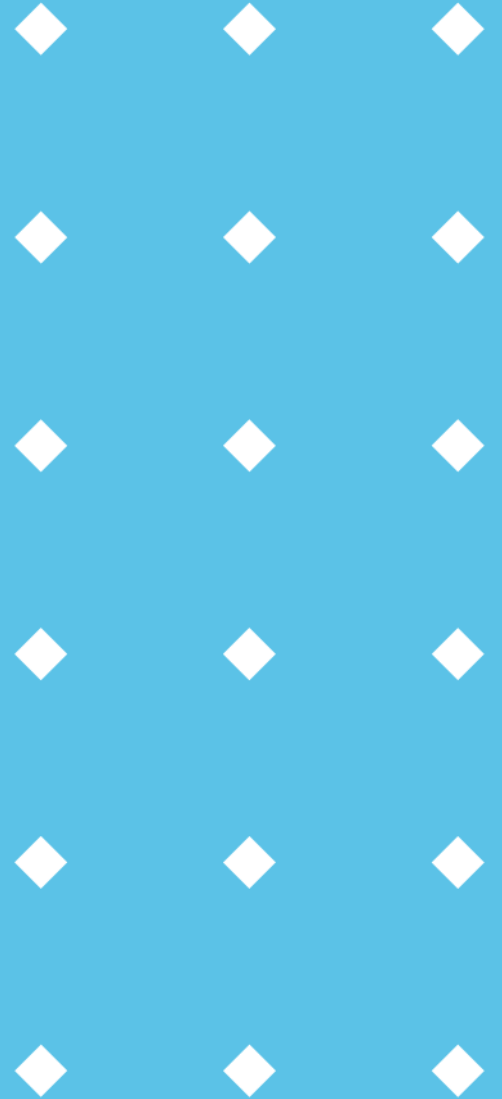
**If something today has raised
concerns for you:**

- **Lifeline: # 13 11 14**
- **Beyond Blue Counsellor: # 1 300 22 4636**

**If you want more resources/ &
support for your club:**



Organisational Response



Organisational Response

Response efforts have repeatedly revealed systemic failures in sport.

- Most have stemmed from not implementing trauma informed care
- Survivors have been left feeling alone, unheard and further traumatised

Delayed responses, conflicts of interest in investigation processes, and institutional protection of powerful individuals can all contribute to prolonged harm and little accountability.

Safety

Recognition

Training on recognizing abuse/violence and triggers/signs/symptoms (distress, anger etc)

Response

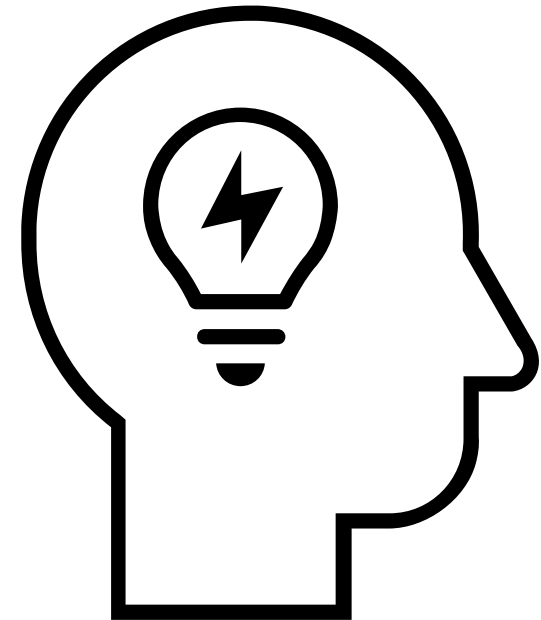
Have resources for staff/volunteers on external supports (counselling, peer support, etc)

Trauma informed- believing and supporting the individual

Prevention

Build trauma and violence awareness into the culture of the organization: training/education, open discussions

Policies and codes of conduct are explicit and known by staff/volunteers



Safety

Recognition

Reducing fears of repercussions/inaction following reports

Response

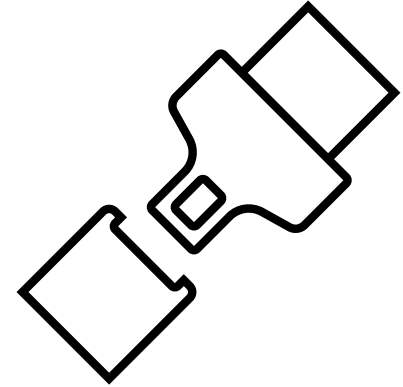
Clear protocols for ensuring safety of all involved in a disclosure

Ensure a safe space for disclosures (can be a quiet area but not closed off)

Prevention

Avoid where possible excessive self-disclosure

Clear definition of expected boundaries and the purpose behind the policies



Empowerment, Choice and Voice

Response

Ensure there is time and a plan for meaningful engagement in follow up interactions

Acknowledge the strength of the athlete in coming forward

Provide options for support that can meet the needs of the individual

Wherever possible, encourage and enable the individual to make their own decisions to ensure autonomy

Acknowledge the strength of the athlete in coming forward

Prevention

Seek out opportunities to give children voices within the club and decision making power/influence



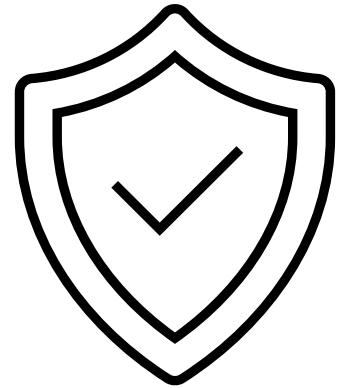
Trust and Transparency

Response

Develop a detailed, transparent sheet about what occurs after a disclosure

Have clear supports for both staff and people impacted (victim-survivor, family/ friends)

Ensure there is a system/ process for communicating the decisions and procedures to participants/ families with transparency, consistency, respect and fairness



Prevention

Proactively build rapport with players and club members to promote a culture of psychological safety

Collaboration and Mutuality

Prevention

Address power differences between children/families as sport participants and the club officials, coaches and volunteers, club administrators and committees

Implement strategies to strengthen relationships between participants/ people with lived experience and staff

Ensure processes are in place to regularly obtain feedback from/ consult with participants, people with lived experience of violence, and staff

Response

Ensure there is time and a plan for meaningful engagement in follow up interactions

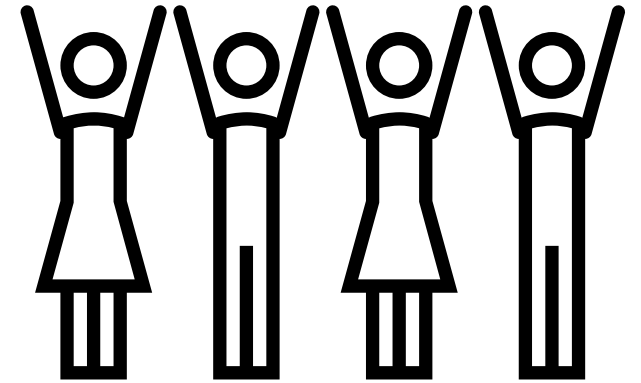


(Peer) Support and Recovery

If the child/parents who experienced abuse want to continue participate in sport, help the child stay involved

Create strong relationships with trauma-recovery and support services and clear referrals pathways

Worker/volunteer wellbeing is a shared responsibility of the individual and the organisation



Cultural, Historical and Gender Issues

Recognition

Understand how intersecting identities (e.g., race, age, sex, gender) can impact individual experiences

Actively dismantle cultural and gendered inequities within the club (e.g. equities in languages spoken/supported within the club, access to facilities, prizes awarded etc)

Prevention

Ensure diversity in staff through hiring practices

Ensure the availability of interpreters or bilingual workers to support effective communication with service users from culturally diverse communities and the Deaf community

Ensure that reports/ responses policies meet the needs of key communities who are participants of your club/organisation

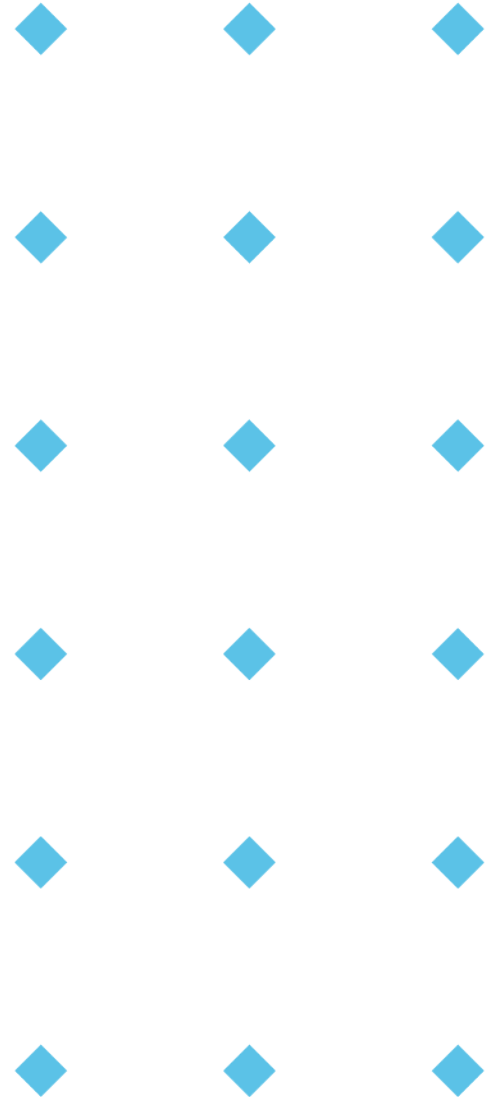


Organisational considerations

Embed trauma-informed care throughout organisation by creating safe and supportive environments

Ensure policies, procedures, and guidelines are in place, and training of coaches and volunteers and monitoring of safety occurs regularly

Ensure those in positions of responsibility (and all adults) know about reporting requirements, how to offer support and advice, have knowledge of all processes, and can inform children and their families on likely outcomes of any interactions or steps that are actioned



Organisational Response

It is everyone's responsibility to ensure sport is safe and people disclosing are responded to appropriately

- ◆ Holistic approach to embedding the principles- **start with a scan**
- MPIO/Child safeguarding officer has the 'natural role' for safeguarding, but not always the power and support. What support exists for these roles?
- Policy scan- do they exist, are they communicated, are they explicit with clear consequences?
- Rehearsal- has there been practice in the management/response?
- Proactive programs/education- do you have recognition and response education/campaigns?

Activity 2- Organisational Scan with TIC principles

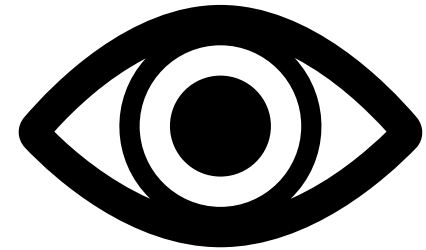
Workbook Page 5

On your table you have an activity sheet that asks you to consider an organisational scan using the TIC principles. The scan in the room doesn't need to be exhaustive, but this is a chance for you to reflect on what you know is currently happening and what sparks ideas for areas of focus in terms of applying the TIC principles.

Take a few minutes to write down at least one point for each of the TIC areas and then discuss with your table.

What do you know is working or not (and what data do you have to support this)?

What else do you need to know (Numbers? Experiences? Policies?)



Organisational Role: Important concepts

Re-traumatisation

Re-experiencing or re-living own trauma experience

Re-victimisation

Response to disclosure is damaging

Secondary trauma

Stress response in reaction to hearing about or witnessing traumatic experience of another

Organisational impacts

In addition to consequences for child [and family]

- Players/participants and supporters lost to the sport
- Loss of trust
- Reduced public confidence in organisation and sport generally
- Reputational damage to club or organisation
- Potential financial consequences (eg loss of sponsorships)
- Continued disconnect between policies and practice
- Culture of silence (including bystander inaction) and normalising abuse in sport maintained

Avoiding re-traumatisation

“Unfortunately, many sport organisations do not have the knowledge or trauma-informed expertise...[and] may unintentionally retraumatise the survivor”- Mountjoy et al 2021

Survivors do not wish to be heard simply to be heard. They wish to be heard because they desire to spark change – to know that their suffering matters enough to produce action. When a survivor can help ensure that others do not suffer as they have, it helps give meaning to what has been endured, thereby repurposing the trauma. Whether the survivor’s experience will be healing, or retraumatizing, is dependent on what the organization is truly willing to do with the message it receives. (Rachael Denhollander)

Avoiding re-traumatisation means we avoid

Forcing someone to speak

Dismissive language or disbelief

And instead focus on

Building trust and respect

Transparent and clear communication

Giving them choices

Australian lived experience

A child victim of severe bullying in Gymnastics reported to SIA.

The mother of the child shared their experience of the process

"The very people that are supposed to be advocating and helping support the children are setting the parameters for the investigation," she said.

She claimed investigators with SIA asked herself and a support person to leave the room, "so that they could investigate [my child] on her own". ... her daughter was vulnerable and had "suffered extreme trauma", and believed investigations dealing with children should follow trauma-informed processes.

"We are bringing these children into a corporate high-rise building with ex-police investigators, to a boardroom table," ... "this is nothing short of an intimidating environment."

The child was asked: "Do you know the difference between a truth and lie?" and "Is that what really happened?". "What I want out of this is for them to really understand that they have failed to listen to children."

"When you're dealing with young children, there are certain policies and procedures, there are certain behaviours [and] language [and] certain situations that need to be taken into account to hear their voices," she said.

[Reference: ABC - Sport Integrity Australia accused of age discrimination in its investigation of child gymnast's bullying allegations](#)

Expectation to be heard and supported

Children have the right to be supported and protected during questions

The environment matters

Expectation to be believed and understood

Child-friendly policies and procedures

Lived experience of multiple disclosures and investigative processes

LISTEN EMPATHICALLY

This might be a process but remember, there is human being in front of you/ receiving emails/ letters, who went through something potentially extreme for them. You may also be the 5th person asking them questions about their experience.

BELIEVE

There is so much shame and guilt in being abused. It is incredibly rare for people to lie.

SUPPORT

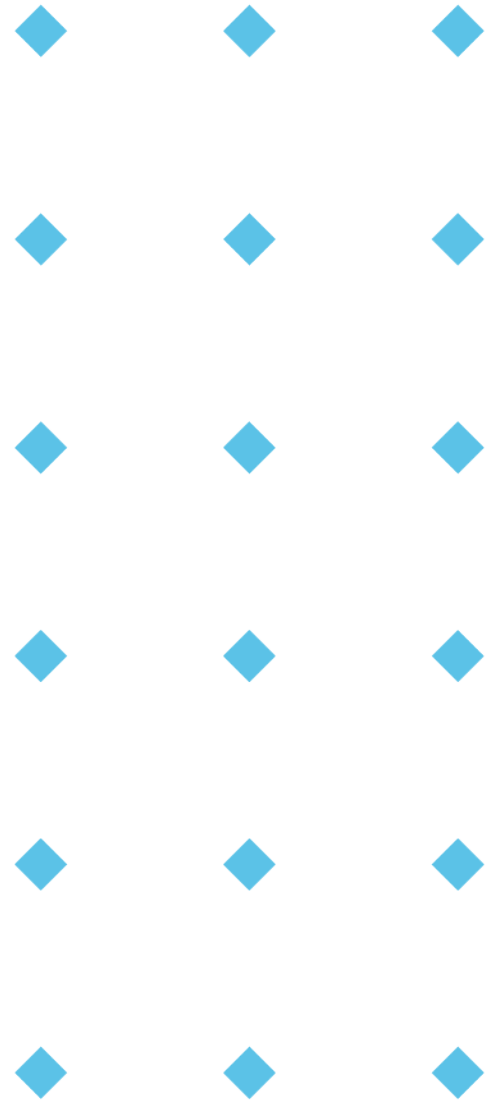
If the person asks something, it is likely for their safety, it is your duty to act on it (e.g. if the person requests no confrontation with the person accused, respect it).

Ask if they have access to support services.

Organisational considerations

A trauma-informed approach **normalises reporting and responding** so that **children feel supported**, and volunteers, coaches, officials, and management/committee members **don't fear repercussions**

In the following slides, we will break down each element of TIC and what organisations can do to improve responses (**you also have a detailed handout for this**)

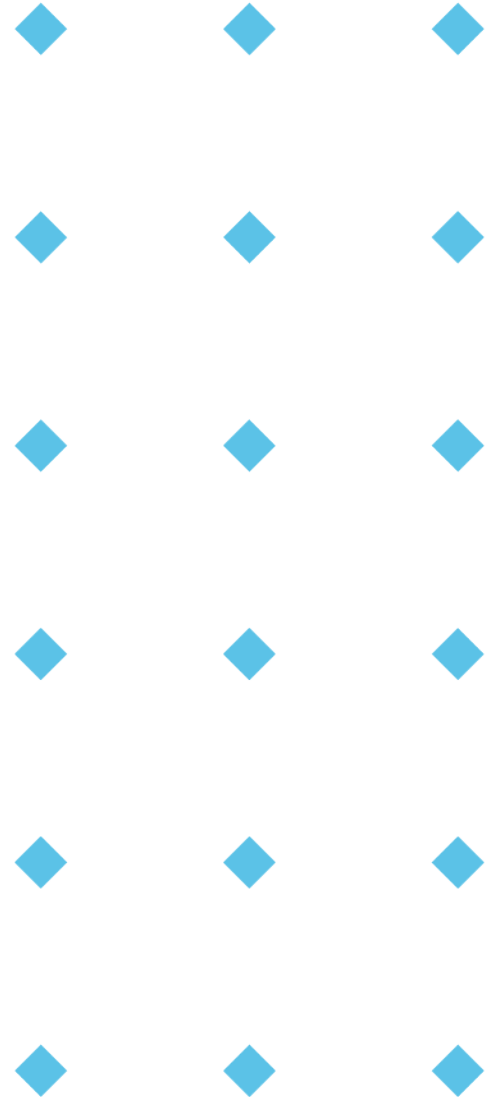


Organisational considerations

Embed trauma-informed care throughout organisation by creating safe and supportive environments

Ensure policies, procedures, and guidelines are in place, and training of coaches and volunteers and monitoring of safety occurs regularly

Ensure those in positions of responsibility (and all adults) know about reporting requirements, how to offer support and advice, have knowledge of all processes, and can inform children and their families on likely outcomes of any interactions or steps that are actioned



Organisational culture

Non-trauma informed

- ◆ How can we make this go away?
- ◆ Maybe it's best if they leave the club
- ◆ They hadn't been through something like this before and weren't sure what to do [responding to a disclosure]
- ◆ They [child/family] must have contributed to this happening in some way
- ◆ We had no idea there were mental health services nearby that we could suggest they use for support

Trauma informed

- ◆ How can we learn from this? What can we change to increase prevention and improve our response?
- ◆ What can be done to ensure the child [and their family] feel safe, supported and that changes have happened?
- ◆ How can we improve our processes so that every adult knows the child safe policies and guidelines? Where are our gaps in knowledge and practice?
- ◆ We believe the child and investigate every disclosure as a matter of course – all adults know and expect this as members of our club/organisation

Activity 3: Case study- Organisation response

Workbook Page 7

Assume that, as we did in session 1, you've already provided an appropriate interpersonal response.

For this activity, map out the organisational response. Consider the application of TVIC principles as you reflect on the following:

- 1/ Who is involved, and what support do they need
- 2/ Who in the organisation needs to know and how will they be informed
- 3/ Are there formal or informal actions to be taken
- 4/ How will the process/progress be communicated to those involved



Activity 2: Case study- organisation response

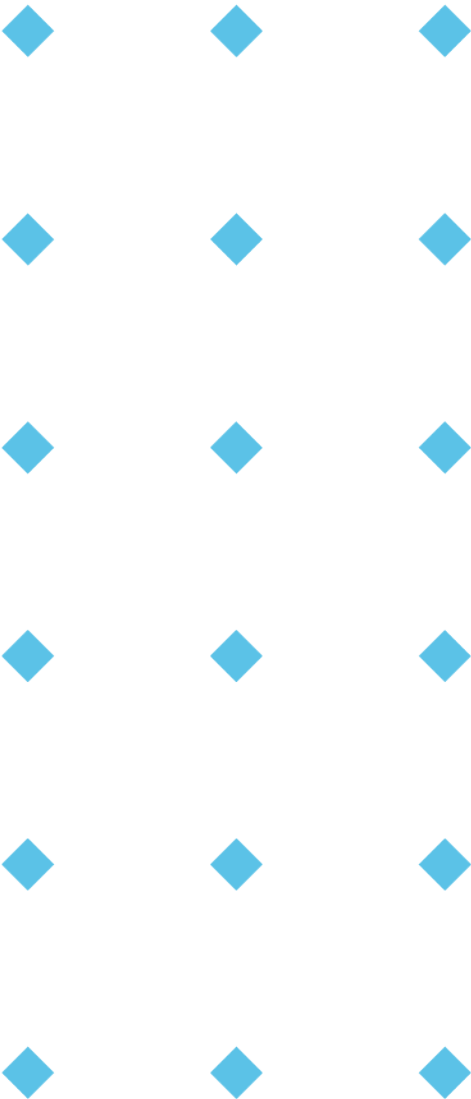
Arthur

Fernando is a 16-year-old youth coach at the local sports club. He is well liked and trusted and spends a lot of time with the young sport participants. Because of this, he hears a lot of stories. One such story is about Arthur, a 14-year-old sport participant. He comes to you to share his concerns.

Apparently, Arthur is systematically being excluded and not invited to social activities organised by his. He does not know this because his teammates have a WhatsApp group without him in it.

Fernando also heard that the teammates occasionally hide Arthur’s clothes and belongings in the locker room while he is taking a shower. They also all agree not to speak to Arthur, and sometimes give him a push, a shove, or a punch during training. On the field, Arthur gets made fun of and sometimes tackled viciously.

Fernando noticed that Arthur is becoming more and more withdrawn lately.



Activity 2-Discussion

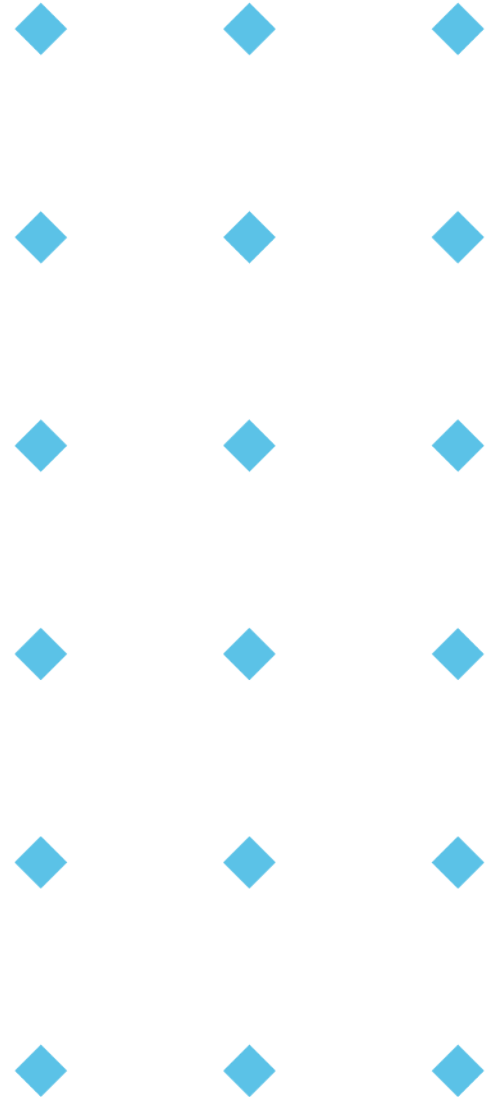
Example is complicated by online → in person cross-over

- In-person conduct includes emotional and physical harm
- Online include exclusion (tips into neglect)

Numerous impacted/involved individuals: Fernando, Arthur, the teammates, the other coach

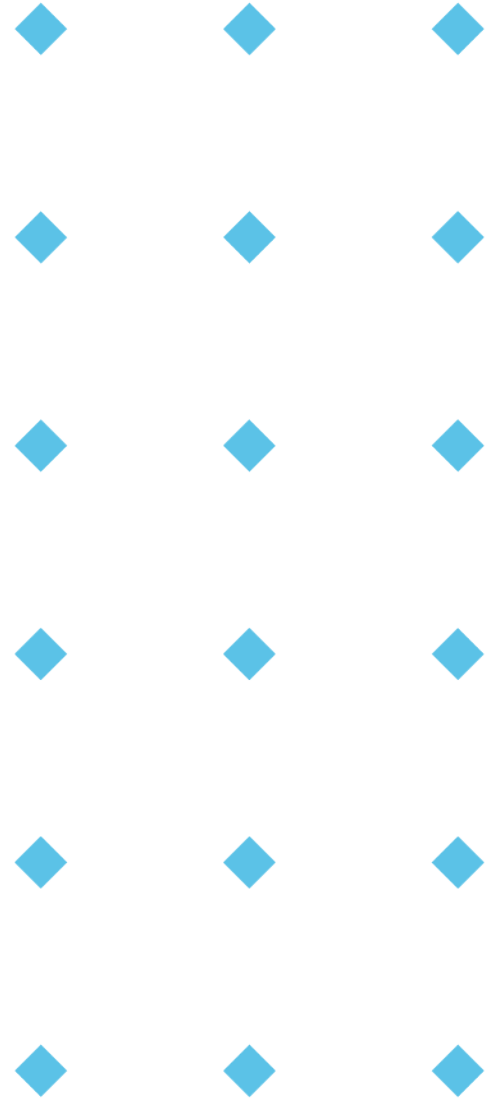
Formally there might be an investigation for sanctions to be decided, but what can be done informally in the interim?

What is the explicit communication plan?



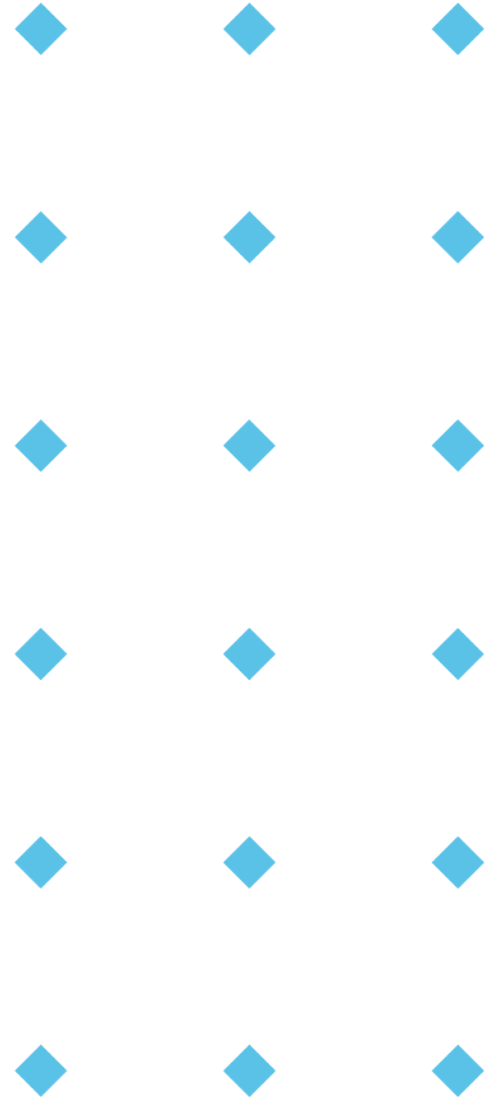
Resistance: Barriers/Challenges to Creating Change

- Fear, lack of knowledge
- No resources
- Lack of responsibilities/clear delegation from SSA/NSO
- An 'old school mindset'
- Tick box compliance mindset (do the minimum)

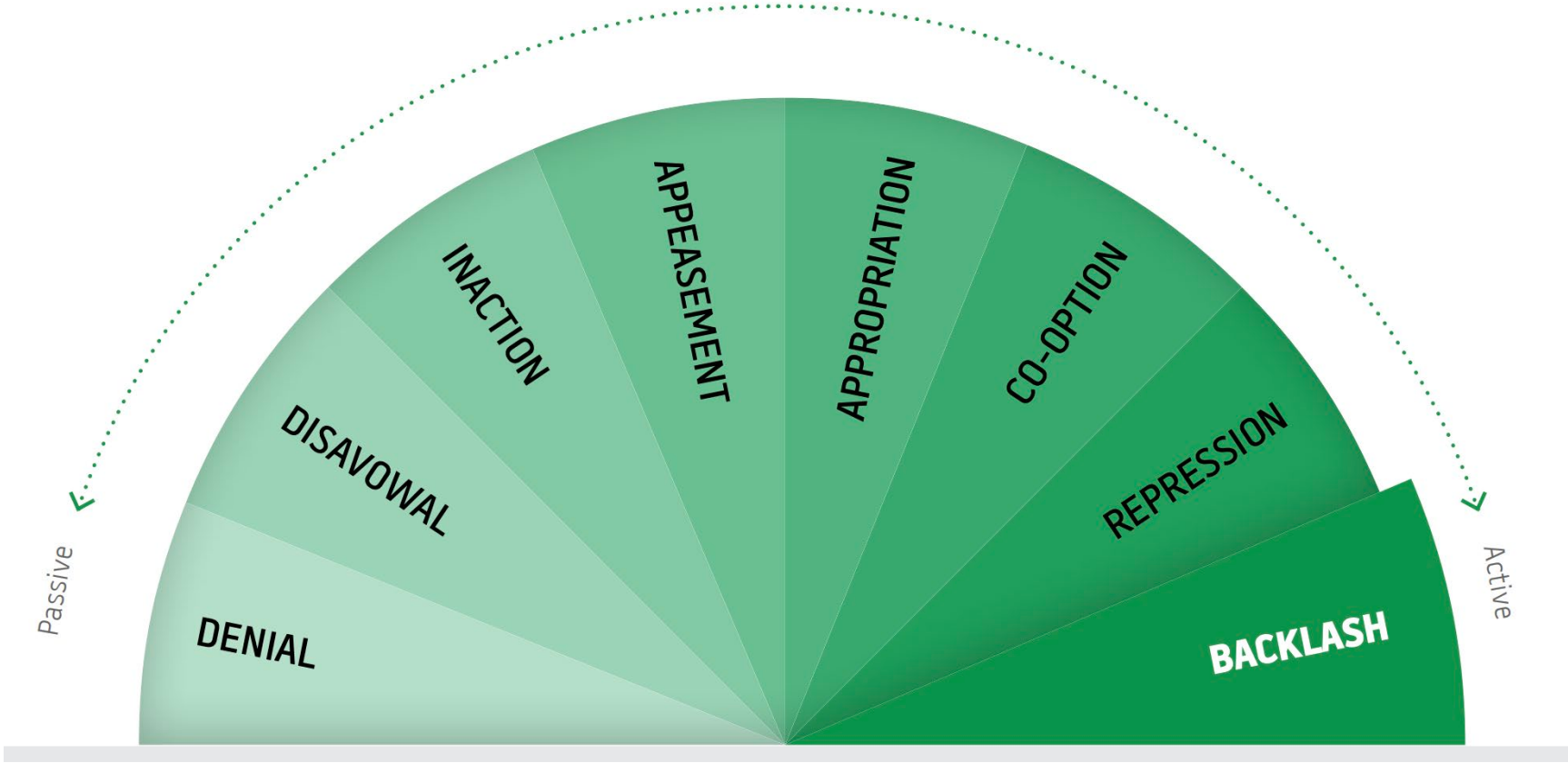


Creating Change and Responding to Resistance

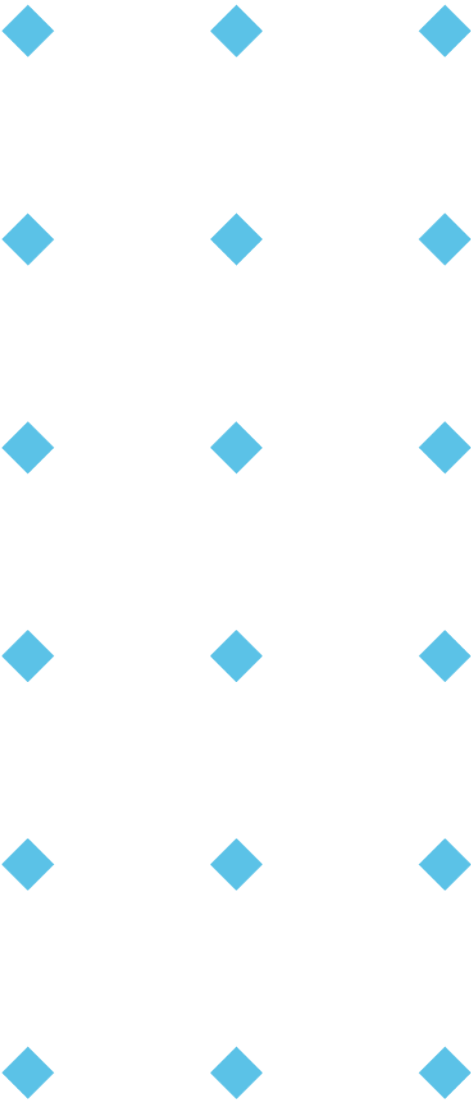
- **Resistance to change can be expected**
 - Norms are longstanding and hard to shift
 - Easier to hold fast to 'what's always been done'
- **Change is hard, especially when beliefs/behaviours are engrained**
- **Preparing for, expecting and rehearsing responses is key**



Forms of resistance



VicHealth (En)countering Resistance



Resistance

We are being too soft with kids these days. That's not abuse- that's just part of sport

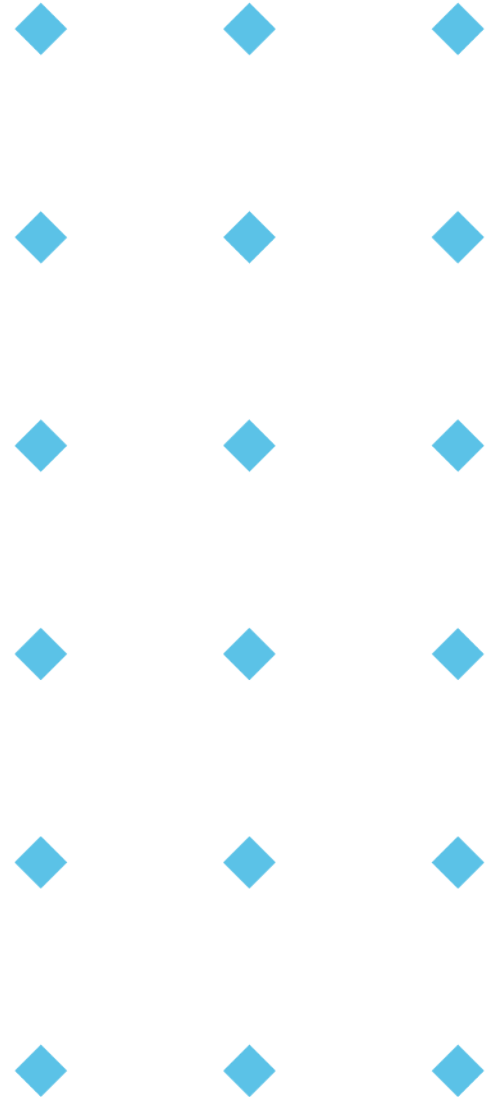
-->Take them out of sport context, consider what we know now vs what we knew 'back then'

The parents on the other team started it. Our parents were just defending our kids.

-->Consider reinforcing a zero tolerance, with suggestions for what type of behaviour response would be expected. Role modelling for kids could be suggested as well.

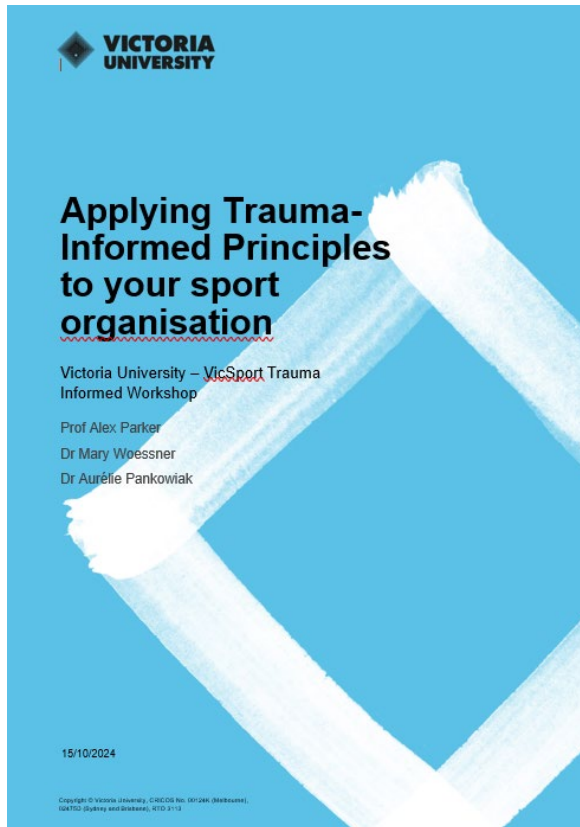
There's not enough evidence to have a formal investigation, so there's no point in proceeding with the complaint/disclosure

--> There are always options for informal and formal responses, and the disclosure itself can be an important process to support independent of further formalities.



Post Session Support

Our team will send a full document with considerations for TIC in organisation



Newsletter on safe sport



Thank you !

Feel free to reach out:

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