



Kanata Minor Hockey Association

Issue Resolution and Fact Finding Form

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info@kmha.ca (p)
613-831-7051

Please note the following:

- Allegations of harassment will not result in the automatic release of the player 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.
- Kanata Minor Hockey Association (KMHA) cannot guarantee complete confidentiality. The contents of this document may be shared in an effort to resolve this complaint here within. By completing the form, you agree that KMHA may share some or all of this information in the process of resolving the allegation(s).
- Allegations will be addressed according to severity, resources and safety for participants.
- The KMHA Discipline and Appeals Chair will decide the appropriate course of action, which may include handing off the issue to a community agency.
- Drop off or email completed form to the KMHA Office at 613-831-7197 or da.chairman@kmha.ca

Please complete the following:

1. Person making the allegation: Player Parent Volunteer Official Employee

First Name:		Last Name:	
Address:			
City/Town:	Province:	Postal Code:	
Telephone:	Cell:	Email:	

2. Person on whose behalf the allegation is made:

(to be completed if different from above)

First Name:	Last Name:
Birth date (day/month/year):	

3. Name of person(s) against whom you are filing the allegation(s):

First Name:	Last Name:	Title/Role:	Association/League/Team:

4. What date did the incident occur? _____

5. 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 ones thoughts before meeting or deciding on next steps.

6. Have you discussed your allegations or concerns with the respondent? **Yes No**

If No, why not? _____

7. Was the incident brought to the attention of a coach or any other KMHA official? **Yes**

No
If so, who? _____

8. Please check the ground(s) that best describes your allegation(s):

A) _____ Harassment (refer to Appendix C):

Type of behaviour:	Conduct	Gestures	Comments	
<input type="checkbox"/> Based on:				
<input type="checkbox"/> Race		Ethnicity	Disability	Colour
<input type="checkbox"/> Religion		Age	Sexual orientation	Sex
Marital status		Family status	Pardoned conviction	Other

B) _____ Abuse (refer to Appendix C):

Type of behaviour:	Physical	Emotional	Sexual	Neglect
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Please note: KMHA will not investigate reports of abuse that meet the definition provided. This information shall be provided to the appropriate community agencies for follow up.

C) _____ Bullying (refer to Appendix C):

Type of behaviour:	Physical	Verbal	Relational	Reactive
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D) _____ Misconduct (refer to Appendix C):

Please note: Allegations of misconduct will be investigated by the KMHA for formal or informal resolution according the KMHA by--laws, rules and policies.

9. Name of person(s) who witnessed the incident:

First Name:	Last Name:	Phone:	Email:

10. What type of resolution or remedy are you seeking?

11. Are you willing to participate in an alternative dispute resolution process? Yes
No

(e.g. informal meeting or mediation) If No, why not? _____

12. Are you willing to present your story in front of a panel at a hearing? Yes No

If No, why not? _____

13. Particulars

Provide a summary of the incident(s). Section 13 is to be no longer than two (2) pages.

You may attach any additional documents that support your allegation.

Your summary must answer the following questions:

- Where did the incident(s) happen?
- Who was involved (name and title/role)?
- What happened?
- How were you treated differently from others (if at all)?
- How do the incident(s) relate to the ground(s) you selected?

Appendix A: KMHA CODE OF CONDUCT

BY-LAW No 1 - CODE OF CONDUCT(march 31 2015) Schedule B

KMHA - CODE OF CONDUCT

The Kanata Minor Hockey Association ("KMHA") believes that teaching young athletes to embrace the concept of sportsmanship is essential to building their character, developing their skills, and fostering their respect for the role that ethics plays in organized sport.

KMHA believes that the highest potential of sports competition is achieved when all sport participants – athletes, parents/guardians, coaches, officials, administrators, spectators, and volunteers – are guided by the principles of respect, responsibility, fairness, caring and good citizenship.

As such, every KMHA Member and participant is required to abide by the principles provided below, which may be amended from time to time by the Corporation. Failure to do so on the part of any KMHA Member or participant could result in disciplinary action by KMHA. Such disciplinary action could include immediate suspension or termination of membership in the Corporation, as well as the immediate suspension or termination of a Member's player (or players) from any KMHA hockey programs for the current or upcoming hockey seasons.

KMHA Principles

I will not force a child to participate in hockey.

I will remember that children play hockey for their enjoyment.

I will inform the coaches or other appropriate individuals of any disability that may affect the safety of a child athlete or his or her teammates.

I understand that player safety is of paramount importance and I will not encourage or participate in any behaviors or practices that would endanger the health and wellbeing of the athletes.

I will learn the rules of the game and abide by the policies of KMHA and the Ontario District Minor Hockey Association ("ODMHA").

I will encourage all athletes to play by the rules and to resolve conflict without resorting to hostility or violence.

I will teach the child athletes that doing one's best is as important as winning so that no child will ever feel defeated by the outcome of the game.

I will applaud displays of good sportsmanship and emphasize the benefit of skill development.

I will make child athletes feel like winners every time by offering praise for competing fairly and hard.

I will never ridicule or yell at any child, including my own, or at any participant for making a mistake or losing a game.

I will respect the game of hockey and shall behave in a manner so as not make a travesty of the game or bring it any disrepute.

I will remember that children learn by example. I will applaud good plays and performances irrespective of which team makes them

I will never question an official's judgment or honesty during a game or in public. I recognize officials are being developed in the same manner as players.

I will support all efforts to remove verbal and physical abuse from children's hockey games.

I will not engage in any kind of violence, fighting, booing or taunting, and will refrain from making threats and using profane language or gestures at all KMHA games and events.

I will be a positive role model for KMHA athletes by encouraging good sportsmanship, showing respect for all participants during and after games, and refraining from engaging in objectionable and hostile behavior through emails, social media and other web based forums.

I will demand that all hockey participants are treated fairly and with respect regardless of their sex, creed, color, ability, ethnic background or race.

I will respect and show appreciation for the volunteers who give their time to KMHA and to minor hockey.

I shall respect all members, officials, parents, players, team officials, staff, volunteers, spectators and board members of the KMHA, ODMHA, HEO, and Hockey Canada. I understand that any inappropriate conduct, harassment or abuse (including the use of profanity) directed towards any individual will not be tolerated and will be subject to disciplinary action by KMHA.

Updated March 2015

Appendix B: HOCKEY CANADA – FAIR PLAY CODE

KMHA 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...

- I will not force my child to participate in hockey.
- I will remember that my child plays hockey for his or her 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.

10 WAYS TO BECOME A GOOD HOCKEY PARENT

1. Get involved with your son or daughter's team in a positive way.
2. Let your son or daughter 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 son or daughter
5. Model respectful behaviour for your son or daughter.
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 son's or daughter's coach in a professional effective manner.

Appendix C: DEFINITIONS

KMHA acknowledges and supports Hockey Canada's definitions of harassment, abuse and bullying.

The following definitions will be used to determine the grounds on 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.

Abuse and neglect are community problems requiring urgent attention. The KMHA is committed to help reduce and prevent the abuse and neglect of participants. The KMHA 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

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 his or her 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. Neglect may apply in a hockey setting where there is a chronic inattention in the hockey context, for example when a player is made to play with injuries.

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 KMHA Code of Conduct and that is not harassment, abuse or bullying.