

CODE OF CONDUCT

Guidelines and Case Studies



Swedish Figure Skating Association



SWEDISH FIGURE SKATING ASSOCIATION

CODE OF CONDUCT

1. We provide all members of Swedish figure skating the opportunity to experience joy, passion and community.
2. We are responsible for the skaters' (and other active participants') health and wellbeing in relation to figure skating activities.
3. We facilitate the development of the skaters (and other active participants) by recognising the individual's stage of development, needs, abilities and ambitions.
4. We are good role models through our conduct both on and off the ice.
5. We contribute to the skaters' (and other active participants') personal development by involving them in decisions related to their figure skating and aim to create an environment where the individual reflects and takes responsibility.
6. We advocate and practise fair play and doping-free sport.
7. We are continuously updated on and adhere to current statutes, rules and general guidelines of the club, district and association.
8. We do not accept any form of abuse or harassment.
9. We respect each other's different roles and responsibilities, and accept the rules of the game as well as rule interpretations and decisions made at competitions and tests.
10. Figure skating is a sport for everyone and we respect that everyone is equal.

N.B. "other active participants" are for example coaches, officials or leaders in the sport.

Content

- 4 SKF's* Code of Conduct
 - Purpose of the Code of Conduct
 - Guidelines and Case Studies for SKF's Code of Conduct
- 6 1. We provide all members of Swedish figure skating the opportunity to experience joy, passion and community.
- 8 2. We are responsible for the skaters' (and other active participants') health and wellbeing in relation to figure skating activities.
- 10 3. We facilitate the development of the skaters (and other active participants) by recognising the individual's stage of development, needs, abilities and ambitions.
- 12 4. We are good role models through our conduct both on and off the ice.
- 14 5. We contribute to the skaters' (and other active participants') personal development by involving them in decisions related to their figure skating and aim to create an environment where the individual reflects and takes responsibility.
- 16 6. We advocate and practise fair play and doping-free sport.
- 18 7. We are continuously updated on and adhere to current statutes, rules and general guidelines of the club, district and association.
- 20 8. We do not accept any form of abuse or harassment.
- 22 9. We respect each other's different roles and responsibilities, and accept the rules of the game as well as rule interpretations and decisions made at competitions and tests.
- 24 10. Figure skating is a sport for everyone and we respect that everyone is equal.
- 26 Conclusion

*Swedish Figure Skating Association (SKF, Svenska Konståkningsförbundet)

Photo: Anna Bolteus, Felicia Malmström, Frida Möller, Adrian Pehrsson

This content may be subject to change.

SKF's CODE OF CONDUCT

The Swedish Figure Skating Association (SKF) has a Code of Conduct which is based on its common values and guidelines as outlined in "Konståkningen Vill".

The Code of Conduct applies to everyone in the club, district and association, regardless of role – board members, staff, lecturers, officials, coaches, skaters and their parents/families.

Purpose of the Code of Conduct

What do we wish to achieve?

By providing a common view on how we should behave, the Code of Conduct can serve as a tool to prevent and resolve conflicts and facilitate collaborations in our sport. The sports community has a great responsibility towards its members. By living and leading in accordance with the Code of Conduct, we can secure healthy environments in the clubs where our members feel comfortable. Environments where more people feel welcome and want to stay longer.

SKF's Values:

Joy, passion and community!

These are the driving forces behind our activities. We wish to conduct and develop our activities so that we have fun, are healthy and perform in accordance with our individual abilities and ambitions.

Guidelines and Case Studies for SKF's Code of Conduct

These guidelines and case studies are intended as a preventative measure for you and your club. By considering what the Code of Conduct means for you in your club, district and association, you may avoid uncomfortable situations.

Should problems arise, you may be better prepared to deal with them in an efficient and constructive manner.



According to "Konståkningen Vill", SKF represents:

- democracy and participation
- everyone's right to be included
- fair play.

Furthermore, SKF abides by the UN Declaration of Human Rights, UN Convention on the Rights of the Child, UN Convention on the Rights of Persons with Disabilities as well as the International Skating Union's (ISU's) rules and guidelines (e.g. Code of Ethics).

What is your role?

Be aware that you often have multiple roles. This means that there are many individuals to whom you need to show respect and consideration.

For example, as a coach you are required to treat not only your skaters in accordance with the Code of Conduct, but your coaching colleagues, officials and all those involved in your club, district and association as well.

As a judge, you have a responsibility to treat the athletes properly, so that they feel comfortable and wish to remain in the sport. Moreover, you have a responsibility towards your colleagues on the panel and all those involved in your club, district and association. Everyone should be treated fairly.

We provide all members of Swedish figure skating the opportunity to experience joy, passion and community.

Case studies

"A coach favours a skater in one of your groups. The skater always gets her way and is showered with praise."
- How do you handle this?

"It has come to your attention that a skater, who for many years has been passionately involved in several sports, has suddenly decided that figure skating is silly and boring. You suspect that this may be due to peer pressure from friends who recently quit figure skating."

- How do you handle the skater's wish to quit figure skating?
- What can you do to convince the skater to remain in the sport?

Joy, passion and community!

These are the driving forces behind our activities. We wish to conduct and develop our activities so that we **HAVE FUN**, are healthy and perform in accordance with our individual abilities and ambitions.

"A skater is at a test to perform Free Test 2. She feels nervous and her legs are a bit shaky. She tries her best and her performance is all right but far from perfect. The spins feel great, so she should get some positive feedback on those. She feels it is not the end of the world if she does not pass the test, but is interested to hear what the judges will say and what may need to be corrected in order to pass next time. When the judge says that she performed poorly, displayed low quality and should not have tested at all, she feels both sad and worried. What if she is too nervous next time and the judges become angry again? Her passion for skating is gone and she wants to quit."

- What do you think about the judge's feedback?
- How has it motivated her to keep practising?

"You handle a big group of children/adolescents with very varied levels of skating skills."
- How do you make everyone feel comfortable and motivated?



Because:

Inner motivation is a key reason for a member to want to remain in figure skating for life. Joy and community are factors that make a member feel happy and secure.

So that:

Every individual feels happy and proud before, during and after each skating session. No individual feels left out and risks being subject to victimization.

What you can do:

- Talk to all skaters in the group and address them by name every session.
- Conduct activities that promote team spirit on a regular basis.
- Have a 5:1 relationship between praise and criticism.
- Conduct activities where each individual experiences joy and meets challenges appropriate for his/her level.
- Intervene actively in all forms of harassment, bullying or other degrading treatment.
- Keep in mind that the officials often have full time jobs and are judging during their spare time. They may need to prioritise their other roles or personal life at times.

The coach/leader/official/organiser/parent

I provide all members of Swedish figure skating the opportunity to experience joy, passion and community. To me it means that:

To translate this into action I will:

We are responsible for the skaters' (and other active participants') health and wellbeing in relation to figure skating activities.

Case studies

"You notice that several skaters in a club have lost a lot of weight and signal that they are not feeling well."
- *How do you handle the situation?*

"You wake up feeling feverish. Tonight is practice again."
- *Where is your limit for you and your skaters to refrain from practice and competition due to illness?*

Joy, passion and community!

These are the driving forces behind our activities. We wish to conduct and develop our activities so that we have fun, **ARE HEALTHY** and perform in accordance with our individual abilities and ambitions.

"You have a skater in the group who keeps putting herself and her performances down. You praise her but she always responds by pointing out everything that she did wrong."
- *How do you deal with this?*

"A coach receives a phone call at 2 o'clock in the morning from a parent who has questions about the skating practice and is wondering why his daughter has not made more progress."
- *What do you think about this?*
- *A coach is supposed to be there for all the skaters in the club. How do you think the coach can cope with being woken up by parents in the middle of the night?*



Because:

The consequences of practising and competing (working) in a manner or environment which threatens the health and wellbeing of individuals can affect the skater's (or other active participant's) willingness, interest and ability to continue.

So that:

The individual is healthy, both physically and mentally, and can practice and compete (work) to the desired extent.

What you can do:

- Ensure that no one is practising or competing when ill or injured.
- Ensure that the skaters eat and drink sufficiently.
- Have a positive attitude and strengthen the skater's self-esteem during practice.
- Encourage the skaters to think positively about their performances.
- Think about how you feel when you go home – feel good, feel happy!
- Have a continuous dialogue with the skater (or other active participant) to ensure that the risk of injuries or poor health is minimized.
- Have an ongoing dialogue with the participant to ensure that he/she has a balance in life and time for other requirements.
- Establish and use a network (e.g. physiotherapists, psychologists, dieticians etc.).

The coach/leader/official/organiser/parent

I am responsible for the skaters' (and other active participants') health and wellbeing in relation to figure skating activities.
To me it means that:

To translate this into action I will:

3 We facilitate the development of the skaters (and other active participants) by recognising the individual's stage of development, needs, abilities and ambitions.

Case studies

"A skater in your group is pushed hard by her parents. The skater is already taking several private lessons and the parents want the skater to specialise in figure skating. Lately the skater has started to perform poorly and seems to have lost her passion for the sport."

- How do you react?
- How do you think parents should relate to their children's sports activities?

"A judge who represents your club feels passionately about judging and would like to develop her career. Unfortunately, she feels left out and excluded in the club activities. Requests for training/education to update her license are considered unnecessary expenses."

- How do you ensure that everyone feels welcome and included in the club?
- Do you have performance reviews with the judges and other officials in your club?

Joy, passion and community!
These are the driving forces behind our activities. We wish to conduct and develop our activities so that we have fun, are healthy and **PERFORM IN ACCORDANCE WITH OUR INDIVIDUAL ABILITIES AND AMBITIONS.**

"The child's best interests must always come first."

The UN Convention on the Rights of the Child, Article 3



Because:

All individuals should be allowed to develop at their own pace and feel that they develop continuously.

So that:

This inspires the individual to remain in the sport.

What you can do:

- Be attentive and allow the skater's needs, abilities and ambitions to set the targets (rather than your own).
- Use constructive methods for regular dialogue with each individual about his/her experience of the activities.
- Set up the practice to stimulate long-term development (rather than short-term results) and prevent exclusion.

The coach/leader/official/organiser/parent

I facilitate the development of the skaters (and other active participants) by recognising the individual's stage of development, needs, abilities and ambitions. To me it means that:

To translate this into action I will:

4 We are good role models through our conduct both on and off the ice.

Case studies

"During training and competition, inappropriate language is used in conjunction with failure and bad temper."
- What rules does your club have regarding conduct?
- What sort of language is acceptable?

"Do you see inappropriate comments/posts in social media in relation to figure skating/figure skaters?"
- Do you have any examples?
- How do we tackle that kind of behaviour?

"I agree to give particular attention to all provisions respecting fair, impartial sports competition measures. I agree to comply fully with all ISU requirements, and to exemplify by my conduct and my oral and written expressions, the highest standards of honesty, respect, truth, fairness, ethical behaviour and sporting attitude. I further agree to advocate and practice "sports ethics" and "fair play"I accept that my participation in any ISU activity is an honour and privilege that carries important responsibilities."

From ISU's Code of Ethics

"A parent sitting in the stands notices an official who was one of the judges when her daughter failed her test recently. 'That fat loser should get rid of her license', the mother bursts out loudly."
- Is it acceptable to talk about another person that way?

"Some older, well-established coaches decide to put some extra pressure on their younger, less experienced colleagues. They feel that they ought to know their place and abide in the ranks."
- What kind of leadership is appropriate to exercise towards your colleagues?
- What effect may that have on the leadership abilities of younger or less experienced colleagues and consequently on the training environment?



Because:

Leaders within the figure skating environment carry a great level of trust and responsibility. Children do not do what you say; they copy what you do.

So that:

Together we create a healthy culture characterised by mutual understanding and awareness of the individual's needs.

What you can do:

- Greet everyone you meet.
- Be a good friend.
- Practise what you preach – consistency between what you say and what you do in all situations where you are in contact with your skaters.
- Never misuse the position as a coach/leader for personal gain or at the expense of others' wellbeing.
- Be a role model when it comes to honesty, respect, truth, fairness, ethical behaviour and sporting attitude. This applies to conduct as well as your oral and written expressions.
- Think about how you express yourself in social media.
- Try to convey a sense of respect and pride for the sport, e.g. by highlighting role models or discussing figure skating history.

The coach/leader/official/organiser/parent

I am a good role model through my conduct both on and off the ice. To me it means that:

To translate this into action I will:

We contribute to the skaters' (and other active participants') personal development by involving them in decisions related to their figure skating and aim to create an environment where the individual reflects and takes responsibility.

Case studies

"A skater in your group devotes a lot of time to figure skating and enjoys it very much. The skater does not have the same interest in school work and other hobbies, however."

- How do you feel about this situation as a coach?
- How do you balance skating, school and spare time?

"A skater who has been skating for a long time is tired of competing and would like to continue skating for fun. A career as a judge/official would be very interesting, but the club where the skater is active sees no reason to support such a career move."

- What alternatives do you offer at your club?
- How do you view the different career paths for your skaters?

"The most important ingredients in both training and competition for children and adolescents are: joy; to feel part of a community; to feel capable and competent, and that one can influence and control what one is doing."
(From "RF's Instructions for Child and Adolescents' Sports")

"Sports on the terms of children and adolescents ...
The activities must be based on respect for each child's human dignity and the belief that childhood has an intrinsic value. The child is an individual with his/her own rights, such as the right to express his/her own views. The child is simultaneously entitled to support and protection." (From "Sports and the Convention on the Rights of the Child", Plattformen)

"SKF stands for democracy and participation."
Konstakningen Vill

"Each child has the right to express his/her opinion on all matters affecting him/her."
The UN Convention on the Rights of the Child, Article 12



Because:

Increased participation and a greater sense of self-determination will generate skaters with inner strength. The individual's participation in the planning and decision-making process in his/her skating should increase in line with age and maturity.

So that:

As many as possible will remain in figure skating in various roles throughout life.

What you can do:

- Stimulate participation and dialogue with the skaters where they are given the opportunity to express their views and opinions.
- Listen and pay attention to opinions and comments communicated by your members.
- Give individuals more responsibility for their skating in line with increased age and maturity.
- Discuss a development plan for the skater to progress to coaching or judging in the future and to develop further in this field.

The coach/leader/official/organiser/parent

I contribute to the skaters' (and other active participants') personal development by involving them in decisions related to their figure skating and aim to create an environment where the individual reflects and takes responsibility. To me it means that:

To translate this into action I will:

We advocate and practise fair play and doping-free sport.

Case studies

"A coach calls a skating judge after a competition and is furious because the district's skaters were not favoured in the competition to secure a place in the A-competitions. 'Now the last place went to the fat skater from XXXX KK.' "

- How do we relate to the assessment of today's performance?

"I have diabetes. What do the anti-doping rules say about taking my medication when I represent Sweden at international competitions? "

- Can I apply for exemption if I need medication?
- Do the same rules apply for "Klubbtävlingar"?

From the ISU Code of Ethics:

We agree to advocate and practise "sports ethics" and "fair play".

"Fair play is defined as much more than playing within the rules. It incorporates the concepts of friendship, respect for others and sportsmanship. Sports ethics is defined as a way of thinking, not just a way of behaving. It incorporates issues concerned with the elimination of cheating, the use of unfair strategies whilst respecting the rules, doping, misuse of nutritional supplements, violence (both physical and verbal), sexual harassment and abuse of children, young people and women, trafficking in young sportspeople, discrimination, exploitation, unequal opportunities, excessive commercialisation and corruption."



"Ren vinnare" is a web-based education for athletes and their support staff updated according to current doping rules as of 1st January 2015. By completing seven short modules you learn the basics of anti-doping.

www.renvinnare.se

Because:

Fair play and honesty are essential for competing on equal terms.

So that:

Our activities are perceived as meaningful and positive and thus inspire our skaters (and other active participants) to develop as athletes and remain in skating.

What you can do:

- Encourage good manners both on and off the ice.
- Play within the rules and accept regulations and agreements.
- Promote fairness and impartiality.
- Dissociate yourself from and work actively against the use of prohibited substances (doping) as a means of achieving better results.
- Keep yourself updated on current anti-doping regulations: www.svenskkonstakning.se/Trana/Antidoping/
- Educate your club with "Vaccinera klubben": www.rf.se/vaccinera
- Educate your club with "Ren Vinnare": www.renvinnare.se

The coach/leader/official/organiser/parent

I advocate and practise fair play and doping-free sport. To me it means that:

To translate this into action I will:

We are continuously updated on and adhere to current statutes, rules and general guidelines of the club, district and association.

Case studies

"Since the parents are not members of the club, it is difficult to ask them to follow the club rules."
- How do you deal with this at your club?

"The directives of RF (the Swedish Sports Confederation) and SKF are not in line with the plans and goals at my club."
- What obligations does your club have?
- Can you disassociate yourself from SKF and still participate in competitive activities?



Because:

Our membership in clubs/associations involves being part of a community where many should feel welcome and comfortable. We must have a common understanding of what Swedish figure skating activities mean.

So that:

We create a positive environment with mutual respect for rules and one another's roles. We avoid unnecessary conflicts and infringements.

What you can do:

- Take responsibility to keep yourself updated and informed.
- Participate in annual meetings.
- Ask your association/club if you are unable to find information.
- Ensure that the statutes are up-to-date and available on the website.
- Have a continuous and open dialogue about values.

The coach/leader/official/organiser/parent

I am continuously updated on and adhere to current statutes, rules and general guidelines of the club, district and association. To me it means that:

To translate this into action I will:

8 We do not accept any form of abuse or harassment.

Case studies

"A skater is treated in an unpleasant and unfair way by both the coach and several of your members. The parents attempt to summon courage to contact the board, but find it difficult as all of the board members are the parents of the children in the club."

- How do you feel about this?

"During practice and competition some of your skaters take many pictures with their mobiles, both in- and outside of the locker room. You are worried that the pictures will end up on the internet. In addition, a skater has made insulting comments about another skater in the group on his Facebook page."

- What do you think about this?

- How do you act?

- What can you do to prevent the pictures and inappropriate comments from being published on the internet?

- Do you have rules for this at your club?

Joy, passion and community!

These are the driving forces behind our activities. We wish to conduct and develop our activities so that we **HAVE FUN, ARE HEALTHY** and perform in accordance with our individual abilities and ambitions.

"At a "round-table discussion" after a competition the referee is highly critical of both the level of the technical panel and the skaters in the competition. Several of the younger officials feel too harshly treated and criticised in front of their colleagues."

- How do you communicate with your colleagues?

- Is everyone on the panel equally treated, or have we consciously or unconsciously divided the panel into an A and B team?

- How do you present critique in a dignified and constructive manner that encourages training and further commitment of our officials?



Because:

All children and adolescents have the right to play sports and develop in a safe environment where they are treated with respect. To be a coach/leader is not a right but a position of trust.

So that:

We ensure that our activities take place in a positive, safe, sociable and stimulating recreational environment.

What you can do:

- Pay careful attention to the signals of children and adolescents.
- Act without delay in order to protect the child/adolescent.
- Ensure adult presence during skating activities.
- Develop a policy/plan for possible crisis management.
- Utilize available support tools and materials (e.g. Föräldrahandboken, Föreningshandboken, RF's Policy Against Sexual Abuse in Sports, material from SISU).
- Use "Skiljedomarhandboken" (the Referee Handbook), e.g. for advice on how to make everyone feel welcome and included in the group.

The coach/leader/official/organiser/parent

I do not accept any form of abuse or harassment. To me it means that:

To translate this into action I will:

We respect each other's different roles and responsibilities, and accept the rules of the game as well as rule interpretations and decisions made at competitions and tests.

Case studies

"Some board members see the opportunity to make the practice on the ice more efficient. They reorganise the groups and introduce new routines for the warm up on the ice. The coach feels offended and overlooked."

- *What are the coach's duties at your club?*
- *What are the responsibilities of the board?*

"A parent films a test from the stands and publishes the material on YouTube. There are numerous comments on Facebook suggesting that the judges allowed the skater to pass the test despite mistakes in the elements. A coach who views the material criticises the judge's competence and questions why other skaters who performed at the same level at a previous test occasion failed."

- *Is it acceptable to publish this kind of material on Facebook and YouTube?*
- *Is it acceptable to question the judge's decision based on the material?*
- *How do you think the judge feels?*
- *How do you think the skater in the film feels?*

Field of Play decisions – accepting the rules of the game

- Protests: No protests against evaluation by judges of skaters' performances are permitted. Protests against results are permitted only in the case of incorrect mathematical calculation. This also applies to the evaluation by the technical panel of skaters' performances. A wrong identification of an element or of a level of difficulty, although it results in a lower or higher score, is a human error and not an incorrect mathematical calculation.
- Decisions made by the technical panel during the competition may in some cases be changed within 24 hours if a serious error is detected.
- Participants in the competition must accept this.

Because:

Everyone's right to participate means that there are many who should feel comfortable and welcome in Swedish figure skating. The rink is a workplace as well as a recreational facility.

So that:

We show mutual respect for one another and work together to create a positive and stimulating recreational and work environment.

What you can do:

- Accept that we are all different.
- Keep in mind that everyone is doing their best.
- Remember that anyone can make mistakes.
- Be open-minded and create an open climate.
- Have a clear definition of roles and responsibilities.
- Accept the rules of the game, rule interpretations and decisions made at tests and competitions.

The coach/leader/official/organiser/parent

I respect everyone's different roles and responsibilities, and accept the rules of the game as well as rule interpretations and decisions made at competitions and tests. To me it means that:

To translate this into action I will:

Examples of allocation of roles and responsibilities:

- Leave your role as a parent when you enter the boardroom.
- The board has the overall responsibility for the operations of club and its employees such as coaches.
- Planning and training is handled by the coach.
- Judges do the judging. Everyone else accepts their (and the technical panel's) interpretations and decisions.
- Parents support and cheer on everyone.
- Everyone is there for the skaters who should be allowed to develop and experience joy, spirit and community through skating.

10 Figure skating is a sport for everyone and we respect that everyone is equal.

Case studies

"A coach contacts the board because a skater in the club shouts and says provocative things to him/her."
- How do you react?

"Swedish figure skating - a sport for everyone"
Our vision, "Konstakningen Vill"

"All children have the same rights and equal value. No one may be discriminated against."
The UN Convention on the Rights of the Child, Article 2

"Every child has the right to survive and develop."
The UN Convention on the Rights of the Child, Article 6

"In your group there are skaters at various levels and some are better than others. When the coach is not within earshot, the better skaters make degrading comments and look down upon the less advanced skaters."
- How do you react when you find out about this?

"Some parents of the club's skaters are unhappy because their children have to share the ice with the skating school. This is an excellent opportunity for the competitive skaters to practise spins, but the parents are still not happy with this arrangement."
- How do you deal with this?

Everyone is welcome!

ΕΛΕΥΘΕΡΟΝ ΕΣΤΙ ΜΕΙΛΩΜΕΝ

Because:

All people are of equal value.
Everyone has a right to skate and is welcome in Swedish figure skating.

So that:

No one is discriminated against in figure skating.
By making everyone feel welcome we will be able to recruit and retain as many as possible in figure skating.
"As many as possible, for as long as possible, in an as sound figure skating environment as possible".

What you can do:

- Ensure zero tolerance regarding insulting behaviour and remarks.
- Treat everyone equally regardless of who they are.
- Remember that we are all different - be understanding.
- Bear in mind that all individuals have different needs and abilities – everyone has the same right to skate and develop.
- Strive for harmony between elite and beginners, and show mutual respect for each other's activities.

The coach/leader/official/organiser/parent

Figure skating is a sport for everyone and I respect that everyone is equal. To me it means that:

To translate this into action I will:

Conclusion

Sometimes we are stressed, pressured or not on form. This affects our conduct, which may then be less than appropriate. It may happen to anyone. Be understanding and forgiving.

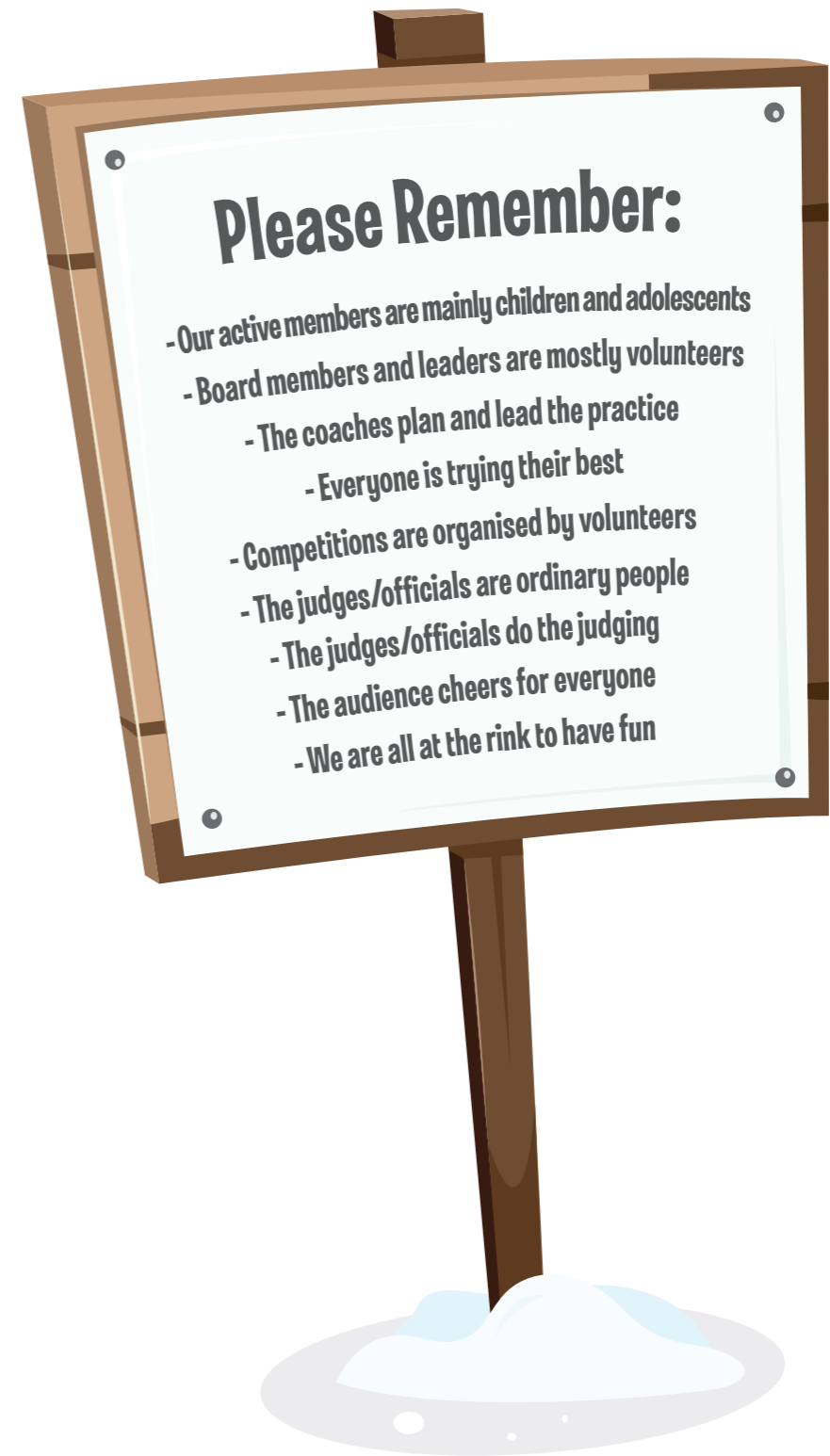
Should problems occur, please contact the board to try to resolve the problem within your club. There are surely wise and experienced people at your club who may be of help. Use external help when necessary.

Which are your most important support functions within your club, district and association?

Remember to turn to them if something is wrong!

Positive thinking provides strength. List examples of positive activities that are already being carried out in your club today.

PLEASE SHARE. THIS CAN INSPIRE AND HELP OTHERS!





Svenska Konståkkningsförbundet
Idrottens Hus
Box 11016
100 61 Stockholm

Phone: +46 (0)8-699 60 00

E-mail: info@skatesweden.se
svenskkonstakning.se
skatesweden.se

Skatesweden in social media and web:

[#skatesweden](https://twitter.com/skatesweden)

www.skatesweden.se

Facebook: www.facebook.com/skatesweden

Twitter: [Twitter.com/skatesweden](https://twitter.com/skatesweden)

Instagram: [Instagram.com/skatesweden.se](https://www.instagram.com/skatesweden.se)

Youtube: www.youtube.com/skatesweden