



# Rules of conduct with explanations

## Contents

Preamble .....	1
Rules of conduct for children, young people and adult athletes .....	2
Rules of conduct for coaches.....	5
Rules of conduct for legal guardians .....	9
Rules of conduct for officials .....	11

## Preamble

The protection and well-being of children, young people and adults are of fundamental importance in organised sports. This is the responsibility of everyone involved in sports, i.e. coaches, athletes, parents and officials. The association works continuously to ensure that all athletes can participate in sports with joy and a sense of achievement and are protected from any form of violence. For this reason, the Hessian Gymnastics Association and the German Gymnastics Federation have developed the following rules of conduct in collaboration with the University of Münster<sup>1</sup>. On the one hand, they are intended to make an important contribution to the prevention concept of protection against violence. On the other hand, they are intended to effectively support efforts to provide optimum support for children, young people, and adults in sports.

The aim of the rules of conduct is to clarify,

- which behaviours correspond to the values of the association and which contradict them,
- what standards of conduct those involved in sports can expect from each other, and
- which behaviours can be considered particularly beneficial for the personal and performance-related development of athletes.

The rules of conduct take into account relevant legal principles, in particular, the UN Convention on the Rights of the Child, which also applies in Germany. In addition, scientifically proven findings on the optimal support of children, adolescents and adult athletes have been considered.

Everyone involved in sports in our association undertakes to comply with these rules of conduct - when joining the association and especially when taking on a management position.

Children, young people and adult athletes, as well as coaches, parents and officials, were involved in the development of these rules of conduct. The rules of conduct only fulfil their purpose if they are taught, observed, and critically developed in everyday practice.

---

<sup>1</sup> Supported by own funds of the Hessian Gymnastics Association and by funds of the Federal Institute for Sports Science (ZMI4-072020/23), Principal Investigator: Dr. Kathrin Kohake, Consultation and collaboration: Prof. Dr. Alfred Richartz.

## Rules of behaviour for children, young people and adult athletes

### All children, young people and adult athletes have the right...

1. to experience fun and joy and to be accepted in the community.
  - *Sport is very diverse. Children, young people and adult athletes should, therefore, choose their sporting activities according to their interests, goals and abilities. In competitive and elite sports, but also in sports with increased risk of danger, it is often the case that a certain level of performance and ability is required for certain goals, activities and membership of certain training groups.*
  - *Parents and athletes should seek advice on which sporting activities and which sports groups suit their goals and current ability.*
2. to always feel safe and comfortable.
  - *In sports, one often experiences insecurity, physical pain, or even fear – during tasks that require courage and great effort or when one is unsure whether one will be successful. This rule of conduct does not refer to such emotional tensions. In fact, such situations are an important part of sports because one often experiences something that one can be proud of afterwards. Rather, this rule means that one can feel safe from threats and exclusion by others and that one can rely on the support and help of teachers and team members.*
3. that their health always comes first.
4. to participate in sports with equal rights and obligations and without discrimination.
  - *The DTB/HTV offers a wide range of sports for a wide variety of goals and all ages and performance levels. In competitive sports, you want to achieve sporting goals for your team and for yourself. To be part of a success-oriented team, different strengths and performances must be recognised. Sometimes, it is necessary to move to teams that are better suited to your own goals and performance. Discrimination, on the other hand, occurs when differences are made that are not based on individual strengths and performance.*
5. to be treated fairly, kindly, respectfully, and with everyone's understanding and support.
6. to express their opinion on all matters that concern them.
  - *The UN Convention on the Rights of the Child guarantees every child the right to be heard in all matters that affect them. This right to be heard and to have their own perspective considered must be granted in accordance with their age and development. In terms of training, this does not mean that every exercise or training measure should be discussed first. However, children, young people, and adult athletes should be given sufficient opportunities to address what is important to them. Many different discussion formats can contribute to this – from more detailed discussions about long-term training goals to short evaluations at the end of the training session. In order to comply with the Convention on the Rights of the Child, children and young people should, therefore, always be offered the opportunity to talk in a timely manner and in a suitable situation. Beyond this, however, it is crucial that children, young people and adult athletes are not treated as the executors of instructions but are seriously recognised as co-creators.*
7. that their suggestions and opinions are heard and taken seriously.
  - *The fact that suggestions and opinions are not only heard, but also taken seriously, does not mean that they have to be implemented unchanged in every case. However, it does mean that they are considered with an open mind and a recognizable willingness to take them into account appropriately.*
8. to know who they can turn to if they feel unsafe, attacked or treated unfairly.
  - *Children and young people often find it difficult to disclose if they have been exposed to assault or abuse of power. Contact persons are, therefore, an important part of a prevention and protection concept. Research shows that children and young people find access to contact persons when they know these people and have low-threshold access to them.*
9. that personal information about them is treated confidentially.
  - *Personal data and information, such as that relating to health or academic performance, are subject to high data protection requirements in accordance with European legal standards. Coaches or officials who become aware of such information in the course of their duties are obliged to maintain confidentiality. In serious cases, the protection of the child's welfare may require a restriction of confidentiality.*

### **All children, young people and adult athletes have a duty to ...**

10. inform a person of trust about bullying incidents, even if they are not affected themselves. Confidants can be parents, for example, but also coaches or contact persons in the club/association.
11. to report all accidents, injuries and persistent pain to the coach and legal guardians<sup>2</sup>.
12. to inform themselves about the association's/club's social media and photography guidelines and to follow them.
  - *Social media offers many advantages and is used intensively by children, young people and adult athletes. However, social media can also be used to disparage, expose and bully people in words and images. It also happens that people's right to their own image is violated. Children, young people and adult athletes are, therefore, obliged to know and follow the association's/club's guidelines for the prevention of violence and boundary violations in social media.*
13. not to take any unauthorised substances and to adhere to the anti-doping guidelines.

### **All children, young people and adult athletes are not permitted ...**

14. to participate in violence or bullying – this applies both in personal contact and via social media.
  - *The obligation to respect the rights of others applies to everyone involved in sports. Therefore, children, young people and adult athletes are also expected not to physically or verbally harm others, spread rumours or lies about others or engage in any other form of bullying, cheating or violence.*

All children and young people in sport are not allowed ...

15. to take drugs of which the parents or guardians are not aware.
  - *Legal guardians have a duty of care for their children, which relates in particular to their physical and mental health. They can only fulfil this duty if they are aware of all medications.*

### **All children, young people and adult athletes should ...**

16. say no to anything that makes them feel bad and uncomfortable.
  - *This rule refers to the encouragement to defend personal boundaries against all forms of violent assault. Children, young people and adults react first and foremost with an emotional signal when they experience threats to their personal integrity, safety and boundaries. It is often only much later that it is possible to express the threat they are experiencing or the boundaries that have been overstepped. The decision to take self-protective action often takes a long time. The purpose of this rule is, therefore, to use the early emotional signal to end the threat as quickly as possible by marking boundaries clearly and publicly.*
  - *This rule is therefore not applicable to situations in which children, adolescents and adult athletes do not fear a violation of their personal boundaries or safety. This applies, for example, if training methods are challenging but not overtaxing, or if they do not correspond to current personal interests.*
17. never keep it a secret when a person has hurt them mentally (emotionally) or physically.
  - *When children, young people and adults experience assaults and violence, they often find it difficult to disclose their need for social support. This often also applies to their trusted caregivers. In addition, children and young people are often encouraged by perpetrators of violence to keep quiet about the assaults. In other cases, they are even threatened so that they do not tell anyone about their experiences of violence. This rule is, therefore, expressly intended to encourage them to open up to social support if they have experienced violence and to receive help in this way. As this is often most likely to be possible with people with whom a relationship of trust already exists, the choice of contact person is left open in this rule of conduct.*
18. ensure their safety by following the instructions and rules.
19. remember that differences in performance have nothing to do with a person's value, but that all athletes have the same value.
20. behave as a member of their team and support the other team members when they are doing well, but also when things are not going well.
21. be fair at all times, do their best to achieve their goals and be patient if they have not yet achieved their goals.
  - *Children, young people and adult athletes should always take their sporting progress more seriously than competition results. Personal progress is based on effort and perseverance. Competition results are*

---

<sup>2</sup> Rules of conduct or parts thereof that refer to legal guardians do not apply to adult athletes.

*influenced by many factors that one cannot control. In the long run, it is one's progress alone that determines whether one realises personal potential and achieve one's goals.*

22. always treat coaches, fellow athletes, opponents and judges with respect.
23. talk to someone if they have difficulties, worries or problems or feel they have been treated unfairly by coaches, judges or officials.
  - *Children, young people and adult athletes can experience a lot of joy and success in sports. However, there can also be situations that cause strong negative feelings or in which one feels very unfairly treated. If this is the case, one should talk about it with someone one trusts. This could be a contact person at the base/club, good friends and, of course, parents.*
24. take their academic goals and achievements seriously, even if they are involved in competitive sports with high training volumes.
25. arrive on time and inform their coach if they are going to be late.
26. treat the devices and equipment as their own.

## Rules of conduct for coaches<sup>3</sup>

### All coaches, as responsible leaders in sport, have the right...

1. to be treated respectfully and fairly by officials, athletes, parents and other coaches.
2. to be adequately protected from physical or emotional violence on the part of athletes, parents, coaches or officials and to receive support in resolving conflicts. This also includes protection from bullying, unjustified accusations and personal belittlement.
3. to be treated and judged without discrimination.
4. that their rights as private individuals are respected.
  - *Coaches are involved in a responsible task – on a voluntary or full-time basis. Being a coach comes with special obligations. However, coaches also have times when they do not perform their duties. During these times, they have all the rights of private individuals – e.g. the right to respect for their privacy, self-determination, free time, etc.*
5. that their duties as coaches are fairly and appropriately defined. This also includes giving them the necessary powers to fulfil their duty of care and supervision towards children and young people.
6. that their official duties and the association's rules of conduct are defined in such a way that they can adequately fulfil them with the resources available.
7. to be consulted and appropriately involved in decisions of the club/association, in particular in matters relating to their immediate field of work.
8. receive recognition for their commitment in the club/association and receive support in their role.
9. to be informed about the club's/association's complaints management and action plans in the event of conflicts, allegations and suspected cases.
10. gain access to training in all aspects of their role.

### All coaches, as responsible leaders in sport, have a duty...

11. to put the health, safety and positive development of the athletes first and always check whether safety precautions and injury prevention are sufficiently guaranteed.
12. to adhere to medical recommendations and not to give medical/health advice that they are not authorized to give.
13. to treat any personal or medical information about athletes as strictly confidential, unless the welfare of the athlete requires otherwise.
  - *Personal data and information, such as that relating to health or academic performance, is subject to high data protection requirements in accordance with European legal standards. Coaches or officials who become aware of such information about athletes in the course of their duties are obliged to maintain confidentiality. In serious cases, the protection of the best interests of the child may require a restriction of confidentiality.*
14. to design all touching of children and young people appropriately with regard to the respective situation, the body area and the age, gender and role constellation. Physical contact when providing assistance may be necessary to protect children and young people, to give them important movement aids or to provide feedback information. Such touching must be announced (in any case the first time), its purpose must be explained, and it must be asked whether children and young people agree to the touching.
  - *Physical closeness and touch can be important sources of support in the relationship between coaches and athletes. As signals of care and closeness, they can reassure, comfort, encourage and provide protection. They can make tactile feedback tangible during motor learning. At the same time, physical closeness and touch can violate boundaries and be threatening. Whether closeness and touch are experienced as supportive or threatening depends on the individual and the situation. In order to avoid boundary violations, children, young people, and adult athletes should always have the opportunity to*

<sup>3</sup> The rules of conduct also apply to other persons who take on caring/supervising functions on behalf of the club/association. This may also be the case for short periods of time or special tasks, e.g. driving services, leisure activities and overnight stays.

*influence situations of closeness and touching themselves. For example, they should be able to increase the physical distance or avoid or withdraw from physical contact. In situations in which proximity and touching are necessary as a means of providing assistance or feedback, boundary violations should be avoided by explaining the manner and purpose of the touching and obtaining consent (in any case, the first time).*

- *Physical contact may also be necessary to protect children, young people and adult athletes from acute danger. In such cases, physical contact is not only permitted but even required.*
15. to never use physical touch to punish, reprimand or enforce their will.
  16. not to treat athletes in a hostile, derogatory or derisive manner and to avoid punitive or threatening shouting. Athletes must not be embarrassed or humiliated by being exposed in front of the group.
  17. not to turn away from athletes when they become stressed, are unable to fulfil requirements or are affected by strong negative feelings (fear, crying).
  18. to treat all members of the training group with equal care and support.
    - *This rule has two different backgrounds. The first is based on the fundamental principle of equality: people have the right to equal development and performance opportunities. This principle is also of particular importance in sports during childhood and adolescence. The attention and support provided by teachers are undoubtedly an important factor in ensuring equal development opportunities in line with our legal system and our sense of justice.*
    - *Effective care and support, however, require an adjustment to individual differences and a response to specific problems. The resources available in each case must be used wisely and appropriately. For example, training group members need more intensive support with injury-critical training content than with non-hazardous training components. In the case of individually difficult situations or acute stress, special care is not a sign that other training group members should be put aside. Responsible and effective training should also take into account individual differences in performance and, therefore, include appropriate differentiation in the tasks and design of the requirements. The fair and non-discriminatory promotion of all members cannot, therefore, be measured by whether everyone has the same tasks or the same amount of interaction time with coaches in each short training session. Rather, coaches are obliged to keep the well-being of all training group members in mind when distributing support and attention instead of allowing themselves to be guided by personal arbitrariness and preferences.*
    - *A second background for this rule relates to the negative effects of unequal treatment that is perceived as unjustified. People have a fundamental need to be treated fairly. The subjective perception of being treated fairly has a profound impact on willingness to cooperate and motivation. This applies from early childhood to highly professional contexts. Preference and deprivation experienced as unjustified, therefore, potentially impair performance development and the level of conflict in groups.*
  19. taking athletes' concerns and worries seriously and actively seeking solutions.
    - *With their position, coaches assume a duty of care for the scope of their activities. Coaches can develop their own solutions to the concerns and worries of athletes that relate to their own areas of activity. However, they may also become aware of problems that go beyond their area of responsibility. In such cases, they should provide contact with appropriate guidance or support, as contact persons and the like.*

### **Coaches, as responsible leaders in sports, are not permitted...**

20. to force athletes to exercise.
21. to touch athletes against their will.
22. to tolerate or even participate in sexist or violent language, bullying, aggressive or sexually provocative games.
23. to routinely disregard the following rules of conduct in 1:1 situations between children and adolescents and adults or disregard them without taking alternative protective measures.
  - *1:1 situations are constellations in which a child or young person is alone with an adult supervisor from the sport. This can be the case during training, transportation, travel, overnight stays or leisure time outside of training. In almost all concepts for the prevention of sexualised violence, such constellations are considered highly risky and, therefore, fundamentally unacceptable – even in international sports.*
  - *Specific circumstances or a lack of resources may make it impossible to comply with the 1:1 rules in every case. Exceptions are, therefore, defined. Exceptions include medical and other emergencies as well as cases in which parents are prevented by acute circumstances from taking their children/young people back into their care after training or competitions. Not affected by 1:1 rules of conduct are legal guardians and*



*persons who have another close relationship with the family of the child or young person concerned that is independent of the sport, and this has been confirmed in writing by the parents.*

- 23a) Regular transportation for training and trips to competitions are not carried out in 1:1 constellations. Exceptions require written permission from the parent or legal guardian. The permission must state the specific situation, and the adult involved. The permission must be limited in time; the maximum duration is 6 months. The exceptions and the corresponding permissions are documented.
- 23b) Individual training sessions in a 1:1 constellation without other people in the training hall are not carried out in the junior area. Should this, nevertheless, be necessary, there are two exceptions. Firstly, it is possible to carry out individual training sessions using the "six-eyes principle". The six-eyes principle means that at least a second supervisor, a parent or a second athlete is present in the training room. Secondly, it is possible to conduct individual training sessions with the written permission of the parent or guardian. The permission must state the specific situation and the adult involved. The permission must be limited in time; the maximum duration is 3 months. The exceptions and the corresponding permissions are documented.
- 23c) There are no activities or meetings with children/young people in 1:1 constellations in their free time outside of training.
- 23d) Children and young people are not taken into the private area of the coaches. In exceptional cases, meetings for an entire training group in the private area are possible if another coach or another person with parental authority is present.
- 24. to spend the night together with children and young people in a room during trips, competitions, etc. Exceptions to this rule are group overnight stays in large rooms (e.g. classrooms or gymnasiums at gymnastics festivals) with at least five children/young people.
- 25. to shower or take a sauna together with the children and young people in their care. The changing rooms may only be entered once the supervisors/coaches have received a clear signal that they may enter after knocking/asking if they may enter.
- 26. to have secrets with children and young people. Children and young people are generally allowed to share everything with people they trust. There is transparency here.
- 27. to give children and young people private gifts for special sporting achievements or successes unless this has been agreed upon with another member of staff.
  - *The aim of this rule is to prevent individual children or young people from receiving special treatment from the coach/supervisor. Private gifts play a special role in concepts for the prevention of sexualised violence because perpetrators can use targeted gifts to gain trust and affection and build up feelings of obligation in children.*
  - *Gifts to an entire training group are therefore not meant here, as this does not establish a preferential relationship with individuals. Of course, it is also permissible to offer the prospect of rewards for smaller competitions in everyday training ("The first person to complete 10 gets a bag of jelly beans next time"), as these also do not specifically favour individual children but can be achieved by all group members.*

### **All coaches, as responsible leaders in sports, should...**

- 28. plan and prepare the training in such a way that all athletes can take part with pleasure and a sense of achievement.
  - *The rule does not mean that all training tasks should always be completed with fun. Rather, it is about the joy of mastering even difficult tasks and the satisfaction of one's own progress. Sports training is particularly successful when the requirements for athletes are challenging on the one hand and can be successfully mastered on the other. Such successful control of the level of challenge promotes training motivation and, at the same time, has a positive effect on sustainable motor and cognitive learning. In addition, long-term motivation and a high level of commitment cannot be expected if athletes experience training predominantly with weariness, boredom and over or under challenge.*
- 29. place more emphasis on the development of skills, abilities and progress than on competitive placings and, therefore, value effort as much as results.
  - *In competitive sports, attention is often focused on competition results. However, while athletes' personal performance progress is based on effort and perseverance, competition results are influenced by many other factors. In many areas, research shows that performance goals are pursued more successfully in the long term if these goals are ambitious and focused on one's own performance progress rather than on short-term performance comparisons with others. For sports careers, it is well documented across all*



*sports that competitive success in the early stages of an athlete's career only leads to a limited expectation of top success in later phases. In the interests of long-term performance development, it is, therefore, more beneficial in many respects to promote an attitude among athletes that emphasises their own continuous effort and individual progress.*

30. maintain appropriate contact with legal guardians and inform them regularly, especially if they notice any problems.
31. avoid the consumption of alcohol, nicotine and other legal drugs as long as they are responsible for children and young people, as this is not compatible with positive health behaviour in sports.
32. refrain from group punishments.
  - *Group punishments here mean that an entire group is sanctioned even though only an individual or a few group members have broken the rules. What is not meant, however, is the case where all group members have actually broken the rules. Punishing an entire group as a result of individuals breaking the rules contradicts a fundamental principle of our normative order and the general sense of justice. Namely, the principle that someone may only be punished if they themselves are personally responsible for a violation. Group punishments are, therefore, expressly prohibited in German school laws. Coaches should not place lower ethical demands on their pedagogical behaviour.*
33. become active if they observe violations of these rules of conduct.
  - *When intervening against rule violations, the first priority is to protect those potentially affected. The second goal is to restore a sense of justice and constructive cooperation. As rule violations can be committed by different actors and can have very different degrees of severity, the approach should be appropriate to the occasion. The lowest level of escalation is a solution-oriented discussion with those directly involved/affected, if necessary, with the involvement of other trusted persons. For cases where this does not appear to be sufficient from the outset due to the severity of the breach of rules and for conflict scenarios that cannot be dealt with satisfactorily in this way, action plans should provide further guidance.*

## Rules of conduct for legal guardians

### Legal guardians of children and young people in sports have the right...

34. to be informed about all problems and concerns relating to their child.
35. to be informed about all injuries and health-related events affecting their child.
36. that the association treats possible concerns regarding the health and well-being of their child with attention and answers their questions.
37. to be informed transparently about the association's procedures and decisions that affect their child.
38. to make suggestions and comments on the work of the association at any time. They can also take advantage of the regular opportunities offered by the association (e.g. parents' evenings).
  - *Parents often provide extensive and irreplaceable support for their children's sporting activities. Thanks to their unique perspective, they can provide valuable general advice, make concrete suggestions for improvement or identify specific problems. In addition to individual discussions with coaches, it is often useful to use parents' evenings to get to know the views of other parents.*

### Legal guardians of children and young people in sports should...

39. listen to their child and allow them to participate in age-appropriate decisions about which goals and types of sporting activities they choose for their child.
40. take it seriously when their child expresses objections, concerns or discomfort about the sport.
41. behave in an appreciative and positive manner when they take part in competitions. Parents and guardians support their children's development when they show them that they value their effort, diligence, and progress and that they do not primarily value victory or defeat.
  - *Participating in sports benefits children and young people, such as being part of a sports team, testing themselves in competitions, and being proud of their progress. However, the beneficial aspects are not linked to competitive results but rather to enjoyment, togetherness, and positive development.*
42. respect and value good performances by all children and young people as accompanying persons (e.g. at competitions).
  - *Parents understandably value their children's well-being and success. However, sports can only develop positive effects if children and young people experience that competitors' achievements are recognised just as fairly as their own. To this end, parents should set an example.*
43. behave in an exemplary manner regarding fairness and, in this sense, also respect the decisions made by the judges.
44. ensure that their child does not consume any unauthorised substances and complies with the anti-doping guidelines.
45. fully inform the coach about any health problems their child may have.
  - *This is an essential prerequisite for the coach to be able to pay appropriate attention to the child's state of health.*
46. respect the professional competence of the coach.
  - *Coaches do their best to provide children, young people and adult athletes with motivating and effective training. If parents or guardians have any questions, uncertainties or concerns, they should contact the coach personally as a first step.*
47. treat coaches, functionaries, and officials with respect and without violence – this applies to both personal contact and social media.
48. in the event of differences of opinion and dissatisfaction with coaches or officials, speak to them in an appropriate setting and not in front of the children and young people.
49. find out about contact persons and complaint procedures in the club/association.
  - *The club/association has appointed contact persons and complaints procedures who are available if a problem or complaint cannot be adequately clarified with the coach concerned. The task of the contact persons is to investigate every complaint confidentially and effectively. In the interest of fairness to all parties involved, this may take time. If necessary, some steps of the procedure must be treated confidentially to protect those involved.*

50. inform themselves about the protection and support concept, including the rules of conduct, and support compliance with these rules of conduct.
  - *Parents can support their children's coaches, for example, in implementing the rules of conduct for 1:1 constellations, which are particularly important for the prevention of violence. 1:1 constellations mean that a coach is alone with an athlete. 1:1 constellations are seen as risk situations for assaults and are, therefore, to be avoided at all costs – in training, during transportation, when travelling, and in leisure time outside of sport.*
51. inform themselves about the rules of conduct for children and young people and ensure as much as possible that their child adheres to these rules.
52. monitor and support their child's academic goals and performance, even if they are involved in competitive sports with a high level of training. If difficulties persist, they should seek an appropriate discussion with coaches.
53. inform themselves about the social media and photography guidelines of the club/association and use social media responsibly.
54. support the work of the club/support centre where possible. They should actively contribute their perspective, e.g. by being involved in the parents' representation.
  - *No club/support centre can work successfully and safely for children and young people without voluntary commitment.*

## Rules of conduct for officials

### Persons with institutional management responsibilities (officials) in sport have a duty...

55. to put the health, safety and positive development of athletes first.
56. take the concerns and worries of athletes, coaches and guardians seriously and work to find appropriate solutions. They are obliged to ensure that complaints, including rumours, are not ignored but dealt with appropriately by following agreed procedures. If they become aware of or are informed of any incidents, they will document this.
  - *With their position, officials assume a duty of care for the scope of their activities. Officials can develop their own solutions to the concerns and worries of athletes, coaches and legal guardians that relate to their own areas of activity. However, they may also become aware of problems that go beyond their area of responsibility. In such cases, they should provide contact with appropriate guidance or support, as contact persons and the like.*
57. involve the relevant safeguarding officers in the event of concerns or allegations of violence, assault or abuse.
58. not to treat athletes in a sarcastic, hostile or derogatory manner.
59. to refrain from any physical contact against the will of the athletes. They have a duty to ensure that all contact with children and young people is appropriate to the respective situation, body area, age, gender and role constellation.
60. to treat any personal or medical information about athletes as strictly confidential unless the welfare of the athlete requires otherwise.
  - *Personal data and information, such as that relating to health or academic performance, are subject to high data protection requirements in accordance with European legal standards. Coaches or officials who become aware of such information about athletes in the course of their duties are obliged to maintain confidentiality. In serious cases, the protection of the best interests of the child may require a restriction of confidentiality.*
61. never to tolerate breaches of the rules or the use of prohibited or age-inappropriate substances.
62. not to exert undue influence, e.g. to obtain personal benefits or rewards.

### Persons with institutional management tasks (officials) in sports should...

63. treat all children, young people and adults involved (legal guardians, coaches, officials) with respect.
64. place more emphasis on the development of skills, abilities, and progress than on competitive placings and, therefore, value effort as much as results.
  - *Competition results are often the focus of attention in competitive sports. However, while athletes' personal performance progress is based on effort and perseverance, competition results are influenced by many other factors. In many areas, research shows that performance goals are pursued more successfully in the long term if these goals are ambitious and focused on one's own performance progress rather than on short-term performance comparisons with others. For sports careers, it is well documented across all sports that competitive success in the early stages of an athlete's career only leads to a limited expectation of top success in later phases. In the interests of long-term performance development, it is, therefore, more beneficial in many respects to promote an attitude among athletes that emphasises their own continuous effort and individual progress.*
65. if they become aware of conflicts or are involved in them themselves, carefully consider whether they should first seek to talk to the parties involved or call for external help.
66. maintain appropriate contact with parents/guardians and inform them regularly, especially if they notice any problems.
67. cooperate constructively and on an equal footing with other officials.
68. become active if they observe or learn of violations of these rules of conduct.
  - *When intervening against rule violations, the priority is to protect those potentially affected. The second goal is to restore a sense of justice and constructive cooperation. As rule violations can be committed by different actors and can have very different degrees of severity, the approach should be appropriate to the occasion. The lowest level of escalation is a solution-oriented discussion with those directly involved/affected, if necessary, with the involvement of other trusted persons. For cases where this does*

*not appear to be sufficient from the outset due to the severity of the breach of rules and for conflict scenarios that cannot be dealt with satisfactorily in this way, action plans should provide further guidance.*