VOLLEYBALLBC

SAFE SPORT SERIES

COACH GUIDE
SAFE BEHAVIOURS IN VOLLEYBALL

Safety is a top priority for Volleyball BC and we are working to ensure that everyone has a safe and positive volleyball experience in British Columbia. Abuse, maltreatment, and unsafe practices have no place in our volleyball community. We all have a role to play in ensuring that we do not engage in unsafe behaviours and to take action if we see them.

We are grateful for all the coaches who work hard to deliver volleyball in BC. We want to make sure that you have the knowledge and resources that you need to create a safe environment.

Check out these 7 tips in this guide:

1. Ensure you meet screening requirements.
2. Get to know the Code of Conduct & Ethics
3. Understand appropriate versus inappropriate behaviours.
4. Set boundaries.
5. Create Open and Observable Environments.
6. Understand your duty to report inappropriate behaviour or incidents.
7. Seek out additional resources and support.

VOLLEYBALLBC

TIP 1.
ENSURE YOU HAVE YOUR SCREENING REQUIREMENTS UP TO DATE

An important part of delivering safe volleyball is ensuring that the people who deliver the programs and events are properly recruited, screened, and trained in safe sport practices. As a coach, you are responsible for meeting and maintaining the requirements that Volleyball BC has for all Persons In Authority involved in delivering volleyball. This is called the “Persons In Authority Check”.

What is the Person In Authority Check?

1. **CRIMINAL RECORD CHECK**

Volleyball BC requires coaches to provide a Criminal Record Check every 3 years. This is typically in the form of an Enhanced Police Information Check (E-PIC) which involves a criminal record check plus a search of local police information.

2. **SCREENING DISCLOSURE FORM**

Volleyball BC requires coaches to complete a Screening Disclosure Form every year. The Screening Disclosure Form asks a series of questions about whether an individual has been convicted of a crime, sanctioned by a governance body, or has any pending charges.

This is typically done at the point of registration. If your circumstances change during the year, it is your obligation to notify Volleyball BC and update your Screening Disclosure Form.

3. **CAC SAFE SPORT MODULE**

The Coaches Association of Canada (CAC) has a **free training module** that covers important information about preventing maltreatment and abuse in sport. It ensures that PIA understand their role and responsibility in creating safe sport experiences. Volleyball BC requires all PIA to complete the CAC Safe Sport Module before participating.

What do I need to do?

- Understand the requirements for the Persons In Authority Check and how to complete them.
- Proactively plan time to complete the Persons In Authority Check before your role commences.
- Do not let any requirements lapse or you are not considered In Good Standing with Volleyball BC. This will impact your liability coverage and could result in sanctions by Volleyball BC.
- If your circumstances change during the season or program, notify Volleyball BC and ask to update your Screening Disclosure Form.

TIP 2.

GET TO KNOW THE CODE OF CONDUCT

The **Code of Conduct and Ethics** is a policy that governs the behaviour and conduct of all participants in Volleyball BC programs. As a coach in sanctioned Volleyball BC activities, you are required to read and sign acknowledgement of the Code as part of the registration or membership process.

What is the Code of Conduct & Ethics?

Every individual has a responsibility to:
a) Maintain the policies, rules, and regulations of Volleyball BC and Volleyball Canada.

b) Support the dignity and self-esteem of other participants by:
i. Providing appropriate comments and avoiding public criticism
ii. Showing fair play, sport leadership, and ethical conduct;
iii. Acting to correct or prevent actions that are discriminatory;
iv. Treating people fairly and reasonably; and
v. Respecting the rules.

c) Avoid any actions that are abuse, harassment, sexual harassment, violence, or discrimination.

d) Respect the rights, dignity, and worth of all participants.

e) Avoid non-medical use of drugs or the use of performance-enhancing drugs, and avoid associating with anyone who is sanctioned for doping.

f) Avoid using power or authority to coerce someone else into inappropriate activities.

g) Consume alcohol responsibility (if you are of legal age)

h) Avoid using recreational or illicit drugs while participating in Volleyball BC programs, activities, competitions, or sanctioned events.

i) Respect other people's property

j) Promote sport in a constructive and positive manner

k) Follow all federal, provincial/territorial, municipal and host country laws

l) Refrain from engaging in cheating or offering/receiving a bribe to manipulate the outcome of a competition.

m) Declare any ongoing criminal investigation, conviction, or existing bail conditions to Volleyball BC

In addition,coaches have extra responsibilities that the Code of Conduct outlines...

COACHES

a) Ensure a safe environment by selecting activities that are suitable for the level of athletes

b) Communicate and cooperate with professionals in the diagnosis, treatment, and management of athletes' medical and psychological treatments

c) Provide athletes (and parents/guardians) with info to be involved in decisions that affect them

d) Act in the best interest of the athlete's development as a whole person

e) Never provide or promote the use of drugs or performance-enhancing substances, or alcohol, cannabis, and/or tobacco by underage youth.

f) Never engage in a sexual or intimate relationship with an athlete of any age in which the coach is in a position of trust or authority;

g) Dress neatly and appropriately

When does it apply?

The Code applies to all participants during business, activities, and events of Volleyball BC and its member clubs/organisations, including:

- Tryouts, training, and practices
- Competitions and tournaments
- Any travel representing Volleyball BC or the member club/organisation.

The Code also applies to conduct outside of regular business, activities and events when this conduct is drawn to Volleyball BC's attention and we believe that it will reflect badly on our relationships or reputation.

VOLLEYBALLBC

TIP 3.

UNDERSTAND APPROPRIATE & INAPPROPRIATE BEHAVIOURS IN COACHING

The VBC Code of Conduct states that all participants, including coaches, will avoid any actions that are abuse, harassment, sexual harassment, violence, or discrimination. Coaches are responsible for creating an athlete-focused environment where the health and wellbeing of participants are at the forefront.

Inappropriate behaviour can come in different forms - some behaviour may not meet the threshold of criminal activity but it still needs to be addressed and stopped. The definitions and examples below can help you think about this in your own coaching.

TYPE OF MALTREATMENT	WHAT MIGHT THIS LOOK LIKE IN COACHING?
Psychological or emotional maltreatment Verbal, non-physical behaviour, or actions that harm an individual's sense of self-worth..	• Refusing to recognise an athlete's needs and insisting on training despite complaints of injury, thirst, or feeling unwell. • Using name-calling or sarcasm to "beat down" an athlete's self-esteem. • Deliberately trying to scare, humiliate, isolate or ignore someone. • Excluding or isolating someone from a group. • Repeatedly mocking someone for poor performance • Threats of frightening and inappropriate repercussions
Physical maltreatment Contact or non-contact behaviours that have the potential to cause physical harm. It can also include inadequate recovery times for injuries and restricted diet.	• Providing provides alcohol to another athlete who is not. • Telling team to run laps for 45 minutes without a break because of poor performance in a game. • Sharing a restrictive diet for the team so that they lose weight. • Encouraging or knowingly permitting someone to return to play prematurely following any injury or after a concussion and without the clearance of a medical professional.
Neglect Failing to provide what someone needs for their physical, psychological or emotional development and well-being.	• Consistently excluding an athlete from playing time, even in practice. • Telling an athlete to stay on their own in the gym until they have perfected a technique. • Being aware that an athlete is being abused but not reporting it to the club or to Volleyball BC. • Denying feedback, training, support or attention.
Harassment A series of upsetting comments or behaviour against an individual which is known or ought to reasonably be known to be unwelcome.	• Persistent unwelcome remarks, jokes, innuendo, or taunts. • Persistently an athlete by a nickname that is demeaning despite an athlete indicating that they are not comfortable. • Condescending or patronizing behaviour intended to undermine self-esteem and diminish performance. • Practical jokes that endanger a person's safety, or may negatively affect performance.
Sexual Harassment or Abuse A series of upsetting comments or actions against someone because of sex, sexual orientation, gender identify or gender expression, or unwanted sexual activity with the use of force, threats or lack of consent	• Unwelcome inquiries into or comments about someone's gender identity or physical appearance; • Repeatedly telling an athlete how good they look in the team uniform. • Inquiring about someone's sex life. • Singling out and hugging an athlete • Using sexually degrading words to describe someone. • Sexist jokes. • Inviting someone to touch or be touched sexually.

What is the difference between maltreatment and appropriate behaviour?

We may have experienced or demonstrated some of the behaviours listed above. So how do we know the difference between abuse and acceptable behaviour? Situations can be complex and difficult to assess. Here are some factors to consider when assessing a situation:

Is the behaviour sustained? An isolated incident of inappropriate behavior may occur when someone is under stress and reacts. They may apologise and never demonstrate the same behaviour again. Ongoing and repeated incidents of the same behaviour is not acceptable.

Is there uneven power? The relationship between an adult and child or between a coach and athlete is not an equal one. In both these situations, the adult or coach has more power or influence in the relationship and the child or athlete is potentially vulnerable to abuse or exploitation.

Is the behaviour contextually appropriate? Sometimes you may need to touch an athlete to demonstrate or correct a skill. In this context, physical touch may be appropriate. However, in other contexts – eg. in the changerooms or to compliment on appearance - physical touch may not be appropriate.

Does the behaviour have a negative impact? How is the behaviour perceived by the person receiving it? Behaviours that cause physical or psychological distress to an individual are not appropriate.

A SPECIAL NOTE ON MALTREATMENT VERSUS DISCIPLINE

In an athlete-coach relationship, it can be particularly hard to recognise the difference between discipline and abuse. So how do we tell the difference?

- Positive coaching focuses on critique of specific behaviour or skills – eg. spike, play – it should never criticise an individual personally.
- Coaching methods of skill enhancement, human development, physical conditioning or improving athletic performance that are professionally-accepted and part of the NCCP curriculum are not considered maltreatment or abuse even though they might be physically or emotionally demanding for an individual.

VOLLEYBALLBC

TIP 4.
SET BOUNDARIES

Setting boundaries is an important way to help differentiate between appropriate and inappropriate behaviours. Establishing boundaries respects personal space and ensures that relationships are safe and healthy. By developing and maintaining clear boundaries for relationships, you can avoid crossing the line into inappropriate behaviours and putting both parties at risk.

- At the start of a season or program, have a conversation with your team.
- Use examples like the ones listed below or others specific to your program.
- Discuss what appropriate and inappropriate behaviours might look like in each scenario.
- Allow the team to have input into creating the boundaries that everyone will respect.
- Follow up and clearly outline the boundaries with the players, parents and others who need to know.
- Be sure to follow up if boundaries get crossed or with reminders when necessary.

APPROPRIATE BEHAVIOUR	INAPPROPRIATE BEHAVIOUR
Coach re-positions an athlete's body to improve their performance of a skill.	Coach hugs an athlete without asking and despite the athlete indicating that they are uncomfortable.
Coach asks athlete to re-enter game in conjunction with return to play guidance for injury – when athlete complains of discomfort, coach sits them for the rest of the game.	Coach orders players to re-enter games when they show signs of injury. An athlete's physical health and well-being take precedence over winning games.
Coach removes athlete from the starting line-up or game with a clear explanation of why. Removal for inappropriate behavior is different from removal for poor performance, and coaches need to be able to communicate that distinction clearly to team members.	Coach removes athlete from game or starting line up without explanation of why, leaving the athlete wondering whether it was because they are not good enough or made a mistake in the previous game.
Coach requires athletes to arrive early for the next practice to help set-up equipment. Teaching an athlete to respect the coach's time and that of others is discipline	Coach instructs team to run excessive laps following poor performance when they are already fatigued, particularly if temperatures are extreme. Over-exertion may cause physical harm to the young athlete's developing body.
Coach raises their voice as they disagree with another referee or a player. A raised voice may not be ideal but may be a normal reaction to a stressful situation under some circumstances.	Coach repeatedly shouts, berates, and verbally attacks other referees or players.
Coach attends a sports award ceremony with their athletes.	Coach attends a social party with their athletes.

VOLLEYBALLBC

TIP 5.
CREATE OPEN AND OBSERVABLE ENVIRONMENTS

Volleyball BC supports "Open and Observable Environments" which is Volleyball Canada's version of the Rule of Two. The name refers to the fact that interactions between a Person In Authority - the Coach - and an athlete should be in an environment or space that is both "open" and "observable" to others. This helps protect the safety and vulnerability of both parties.

OPEN ENVIRONMENT

An open environment is an environment that is not closed or concealed from others. Interactions should not take place behind closed doors or in secluded locations. Others should be aware the interaction is taking place

OBSERVABLE ENVIRONMENT

An observable environment is a space where others can see or take note of the interaction.
This applies to both a physical space and a virtual/ electronic space.

When should Open and Observable Environments apply?

- All training and competitions, especially without a second Person In Authority present
- Meetings
- Medical treatments
- Travel to and from trainings, competitions, events, or activities
- Electronic communications

Before interacting with someone ask yourself:

- Is this an open interaction?
- Are we in a closed or secluded place?
- Who knows this meeting/interaction is taking place?
- Does the athlete -or individual in a position of lesser power- have an easy and accessible exit path?
- Is this interaction observable?
- Is anyone else with us?
- Can anyone see us?
- Can anyone hear us?

WHAT SHOULD YOU DO AS A COACH?

- Understand the concept of Open and Observable Environments and how to apply this in practice.
- Anticipate situations where Open and Observable Environments may need some planning ahead of time to implement and maintain.
- Be prepared to address and correct any unknowing breaches of an Open and Observable Environment by participants. For example, if an athlete sends you personal email, you should respond by copying in another PIA or the parents/guardians.
- Proactively report and address any situation where an Open and Observable Environment is not maintained, identifying actions to take to ensure that this is not replicated in the future. For example, if you end up alone with a player after practice, proactively report this to the club and plan changes to sign-out policies.

What does Open and Observable Environments look like in practice?

There are many different types of interactions and situations in volleyball. Here are some recommendations and best practice for applying the principle of Open and Observable Environments in different scenarios:

VOLLEYBALL TRAINING AND COMPETITIONS

- All training and competition environments must be open to observation and/or involve more 2 or more Persons In Authority (PIA) eg. coaches.
- Ensure that two PIA are always be present with someone in a potentially vulnerable situation such as in a locker room or meeting room.
- Ask a screened volunteer, parent, or adult to step in and help at any time if a second PIA/Coach is not available,
- For private conversations, use an open location such as in the corner of the gymnasium. If the topic is sensitive in nature, you should include another coach, support staff member or parent in the meeting.
- Never be alone with an athlete prior to or following a volleyball activity. If the athlete is the first athlete to arrive, ask the athlete's parent to remain until another athlete or PIA arrives.

COMMUNICATIONS AND PHOTOGRAPHY

- Eliminate one-to-one electronic messaging. Pre-establish a message group with coaches and support staff already included and provide this to athletes for sending communications to coaches.
- If an individual sends you a message directly, include another individual in the response. The parent or guardian of minors should be included in any individual communications.
- Ensure that the content of all electronic communication is professional in tone. There should be no communication about drugs or alcohol use or sexually-oriented conversation.
- Only take photos or videos in public view, observe generally accepted standards of decency, and ensure they are both appropriate for and in the best interest of the participants.

DURING TRAVEL FOR VOLLEYBALL

- Develop Conduct Guidelines for the team to review and sign. This sets expectations and standards.
- Do not be alone in a car with an athlete unless there are at least 2 athletes and you have written consent from parents/guardians.
- Room or bed checks during overnight stays must be done by two PIA. One of the PIA must also be of the same gender identity as the participants.
- Never share a room or be alone in a hotel room with an athlete.
- For overnight travel when participants share a hotel room, roommates should be age-appropriate (e.g., within 2 years of age or both adults) and of the same gender identity.
- Participants may only share a hotel bed if they are of the same gender identity and with the explicit consent of the parent or guardian if they are minors.

DURING PHYSICAL CONTACT

Some physical contact between a coach and athlete may be necessary for various reasons including teaching a skill or tending to an injury. The following considerations should be taken:

- All physical interaction should be limited to non-threatening or non-sexual touching (e.g., high-fives, pats on the back or shoulder, handshakes, specific skill instruction, etc.)
- Always clarify with an athlete where and why any touch will occur. Verbal cues and explanations are encouraged to help educate participants on the difference between appropriate and inappropriate contact. The PIA must make clear that he/she is requesting and not requiring the physical contact.
- Do not initiate hugging, cuddling, or physical horseplay. Some younger athletes may initiate hugging or other physical contact (e.g., such as crying and seeking a hug after a poor performance) but try to limit this physical contact.

VOLLEYBALLBC

TIP 6.
UNDERSTAND YOUR DUTY TO ADDRESS AND REPORT INAPPROPRIATE BEHAVIOURS

Too often in sport we have accepted inappropriate behaviour as being simply part of the culture. But times are changing and for good reason. As a coach, you play an important role in speaking up and reporting inappropriate behaviour, maltreatment or abuse when you see it. This way we can change our culture and ensure that all volleyball programs are participant-centred with safety and well-being as priorities.

As a coach you may learn about concerns for welfare or safety in a variety of ways:

- Someone may choose to disclose abuse, maltreatment, or inappropriate behaviour to you. As a leader in your team or program, you may be someone that an individual confides in about worries they have, either in the sport or in their family/community.
- You may observe or hear something concerning from players or other coaches.
- You may experience abuse, maltreatment, or inappropriate behaviour yourself.

What are my obligations?

Preventing abuse or maltreatment is the responsibility of everyone

All leaders in sport have an ongoing commitment to the safety and protection of participants in sport. Reporting information about potential abuse or maltreatment is beneficial in many ways:

- Authorities can determine whether it is necessary to investigate the allegations.
- Parents or guardians can proactively take steps to protect her/his child (in the case of a minor).
- Reporting concerns helps everyone understand the difference between appropriate and inappropriate behaviour in sport.
- Reporting may disrupt or prevent existing or future abuse from occurring.
- If you learn about past child sexual abuse that is no longer occurring – it is still important to report the abuse. The offender may still have access to other children and those other children may be at risk.

Reporting abuse is a legal and ethical responsibility, especially if a minor is involved

Reporting knowledge about potential child abuse is not a personal decision, it is mandatory under the law.

If you become aware that a child may be or has been abused, there is a legal and ethical responsibility to take action. The responsibility to report means that a person who has knowledge or information that a child is or might be at risk must report it to someone:

- If the information relates to potential abuse of a child by the child's parent or guardian, you must report it to child welfare or police.
- If the concern involves potential abuse of a child by any other person, you must report it to the child's parent or guardian and may also be obligated to report it to authorities.

You are responsible for reporting concerns, not proving abuse.

What should I be looking for?

SIGNS & SYMPTOMS OF ABUSE OR MALTREATMENT

IMMEDIATE SIGNS

- Loses enthusiasm for sport, even for competition
- Doesn't want to practice, or skips out on practice without an explanation.
- Stops trying in practice or competition, perhaps in hopes of getting kicked off the team.
- Performance decline.
- Avoids contact with a particular individual.
- Changes from outgoing to reserved, depressed and withdrawn.
- Has a sudden mood change, such as a violent emotional outburst.

LONG-TERM SIGNS

- Poor self-esteem
- Trust issues
- Anxiety
- Feelings of isolation
- Depression
- Self-destruction
- Substance abuse
- Disordered eating

Keep in mind that these behaviors individually do not necessarily indicate a person has been abused. But if several of these behaviors are present, there is probably something going on that is making the individual reluctant to participate in their sport.
If you have observed these behaviors, open up a conversation to find out what may be going on.

IF YOU SEE OR HEAR CONCERNING BEHAVIOUR

If someone tells you that he or she is being maltreated or abused:

- React calmly so as not to worry, alarm or deter them. Keep the pace slow and calm.
- Tell them that you care about them and that their safety is the most important concern.
- Reassure them you are glad they told you.
- **Don't promise to keep it to yourself** – explain that you need to make sure that they will be safe and may have to pass on the information to someone trusted to deal with it appropriately.
- Listen to what the person says and take it seriously. Do not make judgements or commitments. Provide positive feedback for the sharing of the experience.
- Only ask questions if you need to clarify what the person is telling you. Do not ask for explicit details if they aren't relevant.
- Thank them for sharing and tell them you want to help. Encourage them to call the Abuse Free Sport Program or request permission for you to call them.
- Tell them that confidentiality is important and not to share freely with others.
- If appropriate ask about their state of mind and support network. Do not allow the person to leave if they are upset or very emotional.
- Do not notify the complainant without the express consent of the individual or allow the complainant to have contact with the individual without a safety plan.

It is not your responsibility to decide whether someone is being maltreated or abused. However, it is your responsibility to act on your concerns. Make a detailed record of what you have seen or heard and report the situation to the appropriate person or organisation.

What information should I report?

- The name of the individual about whom there are concerns, noting any disability or special needs (eg communication/language) they may have or whether they are a minor.
- The nature of the concern, suspicion or allegation.
- A description of any visible injury or other physical or behavioural indicators, taking care to be as accurate as you can.
- The individual's account of what has happened (whether they are the person to whom it happened or the person reporting it)
- Dates, times and any other factual information, including details of the person suspected or alleged to have harmed the individual.
- The distinction between fact, opinion or hearsay.

How do I report abuse, maltreatment, or inappropriate behaviour?

If you are a victim, witness, or trusted confidante of someone who has experienced abuse or maltreatment in volleyball, follow these steps to report and ensure that the situation is addressed. You may not need to follow every part of the process if the concern is resolved at an earlier stage.

Is the individual in immediate danger or are they injured?

If yes, call the emergency services or police.

- The welfare and safety of the individual is the main priority. It is not up to you to decide whether or not someone has been abused but to report concerns and ensure immediate safety.
- If the individual requires immediate medical attention, arrange this and ensure that medic or police is informed that there may be a concern about abuse, maltreatment, or child protection.

If no, report the concern

1. Raise the concern with the program organiser or volleyball organisation – Talk to the on-site program organiser or to the main administrator for the volleyball club/organisation. Depending on the severity, they may be able to address and handle the situation internally. Volleyball clubs that are members of Volleyball BC are obliged to refer more serious or complex complaints related to abuse and maltreatment to ITP Sport.

2. Report the concern directly to ITP Sport

CONTACT DETAILS: 1-866-921-6714 or www.integritycounts.ca

Volleyball BC has an independent third-party to expertly and confidentially review complaints that concern abuse and maltreatment. This is ITP Sport, a "one stop shop" for managing complaints of abuse and maltreatment. Where appropriate, the organisation will conduct independent investigations and recommends sanctions against individuals. You can report any incidents or suspected incidents of abuse and maltreatment directly to ITP Sport and they will provide you with advice and handle the complaint.

3. Report the concern to Volleyball BC

CONTACT DETAILS: reporting@volleyballbc.org or by completing the online incident form.

We have a process in place outlined in our Discipline and Complaints Policy to address issues or behaviours that contravene our Code of Conduct. A complaint must be signed and in writing and must be filed within fourteen (14) days of the alleged incident. If a complaint is related to abuse, maltreatment, or suspected abuse, VBC will refer the complaint to the Abuse-Free Sport program or to an independent third party.

Ensure you keep a record of your concern and how you reported it.

- Write down all the details or keep copies of all communication about the incident.
- Volleyball BC pledges that there will be no recrimination, dismissal, discipline, or penalization of individuals who submit a report concerning abuse and maltreatment.
- The confidentiality and privacy of individuals should be respected at all times. Do not share information about the incident or behaviour with anyone other than those immediately involved.
- If you do not believe that a situation has been appropriately addressed, Volleyball BC has an **Appeal Policy**
-

VOLLEYBALLBC

TIP 7.
SEEK OUT ADDITIONAL RESOURCES & SUPPORT

Coaching Resources on Safety, Well-being, and Creating Safe Environments

- **Keep It Safe - I Coach Kids** - Processes to create a safe sport environment for kids.
- **Confidence Code Girls** - materials and information for girls on becoming confident.
- **Creating Psychological Safety in Sport** - A blog with tips and strategies for coaches.
- **Creating a Positive Sport Environment** - NCCP module for coaches on participant-centred strategies.
- **Responsible Coaching Movement** - join the movement to commit to safety.
- **YouTube video on Responsible Coaching Movement**
- **Managing Conflict** - NCCP module for coaches on key skills for positive outcomes in conflict.
- **Coaching and Leading Effectively** - NCCP module for coaches on developing their coaching philosophy and creating an inclusive and safe environment.
- **Quality Coaching Principles** - Guide from the US Olympic & Paralympic Committee for coaches to understand what they should know and do before working with athletes.

Help Line Services

- **Crisis Centre BC** - 24/7 support in over 140 languages using a language service. Call 310-6789 or 1-800-784-2433 (1-800-SUICIDE).
- **Kids Help Phone** - 24/7 free support for children and youth across Canada by phone (1-800-668-6868), online chat, text (text CONNECT to 686868), or Facebook Messenger (account name Kids Help Phone). If you identify as Indigenous, you can ask to be connected with a First Nations, Inuk or Métis crisis responder by messaging FIRST NATIONS, INUIT, or METIS to 686868 or through Facebook Messenger.
- **B.C. Helpline for Children** – a confidential toll-free phone line for children and youth wanting to talk to someone – is 310-1234 (no area code required)
- **KUU-US Crisis Response Service** - 1-800-588-8717 for crisis support for Indigenous people.
- **Trans Lifeline Canada** - Peer support, run by and for trans people, offering direct emotional and financial support to trans people in crisis. 1-877-330-6366
- **Qmunity** - B.C.'s queer, trans, and two-spirit resource centre