



D2.3 / OUTPUT 3

Best Practices and Guidelines for Mitigating Bullying in Sports

WP2 • COMPREHENSIVE RESEARCH

Team Up for Respect: Promoting Bully-Free Zones
in Grassroots Sports

LEAD BENEFICIARY

Sport Singularity B.V.

PROJECT COORDINATOR

Oslo Orcas IF

ERASMUS+ SPORT 2025 | PROJECT No. 101245037



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ABOUT THIS DOCUMENT

Item	Record
Project	B-FREE, Team Up for Respect: Promoting Bully-Free Zones in Grassroots Sports; project 101245037
Deliverable	D2.3, Best Practices and Guidelines for Mitigating Bullying in Sports
Work package	WP2, Comprehensive Research; lead: Hacettepe University
Deliverable lead	Sport Singularity B.V.
Type and dissemination	R, document/report; intended dissemination PU, Public
This edition	English report; revised in the existing file on 30 September 2026
Revision basis	Sport Singularity digital audit and received D2.3; corrected audit workbook v1.2; Hacettepe final report dated 26 September 2026; D2.1 research and D2.2 instruments; dated official-source checks
Contractual timing	Month 10, as specified in the Grant Agreement. Portal dates and submission records are maintained by the coordinator.

Document purpose and revision record

D2.3 translates the B-FREE research into practical guidance for athletes, coaches, clubs, parents and other stakeholders. Sport Singularity B.V. leads this deliverable and Task 2.3. Oslo Orcas IF coordinates the project and the editorial alignment of the WP2 outputs. Hacettepe University leads WP2 and supplies the field research and methodological documentation.

Revision record — 30 September 2026: research references aligned with the Hacettepe final report dated 26 September; questionnaire and interview-guide references aligned with D2.2; platform tables reconciled with the existing corrected audit workbook; support and platform guidance reviewed against dated official sources; presentation aligned with D2.1 and D2.2. The research data and reported field findings have not been reanalysed.

The original audit and its evidence identifiers remain traceable in Annexes A4 and A5. The revision clarifies the distinction between documented policy, observed account controls and untested outcomes. The existing filename is retained for continuity; the revision date identifies this edition.

Use and approval of the tools

Club-specific contacts, independent alternatives, responsibilities and storage arrangements must be completed locally. The scenarios are fictional training examples. The tools have not been evaluated as an intervention package. Filled incident records and participant-level research material do not belong in a public deliverable or shared source repository.



Executive summary

This deliverable turns research on bullying in grassroots sport into guidance for athletes, coaches, clubs and guardians. It addresses training, changing areas, travel and team communication, including harm that moves between physical and digital settings.

The evidence combines the project's digital-platform audit, published research, a country support-route review and the field research supplied by Hacettepe University. The field report describes 2,038 survey participants aged 10 to 18 across Türkiye, Croatia, Slovenia and Portugal, together with qualitative contributions from athletes, coaches, parents and managers. Its samples are not nationally representative. The platform strand reviewed documents for twenty platforms and records deeper interface walkthroughs for eight; it did not test real moderation outcomes. These evidence streams answer different questions and are not combined into a single risk or effectiveness score.

Five findings and their practical meaning

1. Harm spans ordinary team life. In the field sample, 1,237 of 2,038 respondents (60.7%) reported at least one of twelve specified harmful behaviours. Among respondents aged 14 to 18, the corresponding figure was 884 of 1,352 (65.4%). These are sample-based reports of the listed behaviours, not nationally representative bullying prevalence or confirmation that every event met a repetition-and-power definition. Clubs should address single harmful incidents as well as repeated bullying. Section 4.8 explains the denominators and limits.

2. Safe help-seeking needs an explicit response. Among 1,190 respondents who reported personal experience and answered the help-seeking item, 642 (53.9%) said they told nobody or tried to deal with it themselves. This combined response does not measure silence alone. Qualitative themes also point to adult behaviour, unequal power and fear of consequences. The practical response is a trusted contact, an independent alternative, a clear handover and protection against retaliation.

3. Platform controls and club responsibilities address different parts of the problem. The audit documents reporting, blocking, contact and privacy controls in selected accounts. An absent category or a limited member menu is not proof that no help exists. Adult-account settings cannot establish all child-account defaults, and an acknowledgement screen does not establish an enforcement outcome. Clubs should support reporting while responding promptly to the athlete's safety and participation needs.

4. Group exclusion requires governance and support. Removal from an essential team channel can affect belonging and access to sport information. It is an important mechanism examined in Section 5, not the most frequent behaviour established by the field survey. Clubs should govern official group access, provide alternative information and review restrictions fairly. Support and external referral can be needed even without a screenshot or a platform decision.

5. Evidence supports context-specific action. Sport-specific products serve different purposes and offer different controls. Clubs should identify relevant platform, support and sport reporting routes, with clear responsibilities for each. The field evidence informs the proposed tools; their effectiveness as a B-FREE intervention package still requires evaluation.

Priorities for practice

For the athlete: know how to get help, review the settings available to your account and support teammates safely. You do not need to prove a technical definition or solve the situation yourself before seeking help.



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For the coach: use the first response card in Annex A6. Check safety, listen, explain the next step, record necessary facts and confirm that the responsible safeguarding contact has taken over. Training should assess response skills and the athlete's experience of support.

For the club: adopt and adapt the policy in Annex A2; establish an independent alternative when a coach or decision-maker is implicated. Use Section 6.8 and Annex A7 for prevention, response, feedback, follow-up and review. Maintain access to essential team information and protect against retaliation.

For parents and guardians: ask about the child's whole sporting experience, listen without blame and know the club and external routes. Preserve relevant information securely; avoid circulating private material. Annex A3 provides guidance.

For federations and platforms: improve accessible reporting, consistent records and transparent decisions within each body's remit. Evaluate responses using safety, support and participation indicators as well as report numbers.

What the deliverable contains

Sections 1 to 3 explain scope, work-package relationships and method. Section 4 brings together published, platform and field evidence; Section 5 examines team-group exclusion. Section 6 provides guidance for six audiences and an integrated offline response pathway. Section 7 identifies country support routes and review limits. Section 8 maps the material to subsequent project work.

Annexes A1 to A3 provide settings, club-policy and guardian guidance. A4 documents the twenty-platform inventory and the scope of its evidence; A5 provides the source log. A6 is a coach first response card and A7 contains four club implementation tools. Local adaptation and completion of referral contacts are required before the tools are adopted by a club.



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Section 1. Purpose and scope

1.1 What this deliverable is

This is Deliverable 2.3 of the B-FREE project, **Best Practices and Guidelines for Mitigating Bullying in Sports**.

Its purpose is to turn the project's research findings into practical recommendations and guidelines for coaches, clubs and stakeholders, supporting safe and inclusive sporting environments. It addresses bullying and related harmful behaviour in physical sport settings and digital team life.

The deliverable is intended for public dissemination and direct use by the people it addresses. Preparation of this integrated version does not itself establish that publication, consortium acceptance or Portal submission has taken place.

1.2 Who it is for

The deliverable addresses six audiences:

- **Young athletes**, principally aged 14 to 18, participating in grassroots sport and team life in person and online.
- **Coaches**, who shape the training environment, may observe concerning behaviour and may be the first adult an athlete approaches.
- **Clubs**, including committee members, team managers, safeguarding leads, welfare officers, staff and volunteers responsible for rules, support and response.
- **Parents and guardians**, who need to recognise concerns, listen to the young person and find appropriate support.
- **Federations and national governing bodies**, which can support club procedures, training, referral arrangements and sector learning.
- **Platform operators**, together with regulators and sport bodies able to address product rules and controls.

Readers developing policy or training can use Sections 4 to 8. Athletes can use Annex A1; clubs can adapt Annex A2 with Annex A7; guardians can use Annex A3; and coaches can use the first response card in Annex A6. Activities and language should be adapted to age, communication needs, disability, sport and local context.

The research populations do not all coincide with the intended readership. In particular, the project survey includes participants aged 10 to 18. Its combined results must not be presented as estimates specific to athletes aged 14 to 18.

1.3 What it covers

The deliverable brings together four evidence layers:

- An audit of twenty digital platforms, examining documented rules and transparency and, for the eight platforms assessed in depth, accessible product controls.
- Published research on bullying, its forms and effects among adolescents and athletes, with the populations and limitations of each source retained.
- A review of national reporting and support routes in the seven partner countries.



- Aggregate findings and thematic synthesis from the project's field research supplied by Hacettepe University [HU].

It translates these sources into guidance for preventing and responding to harm at training, in competition, in changing areas, during travel and in team communication. Section 4.8 connects selected field findings to the recommendations. Section 6.8 and Annexes A6 and A7 provide the corresponding coach and club tools. Annexes A1 to A3 provide digital guidance, a club policy template and guardian guidance.

1.4 What it is not

It is a synthesis and guidance document, not a new prevalence study. Published research and the Hacettepe field report provide the human research findings. Survey results describe participating samples and retain their age ranges, denominators and limitations. The platform audit does not measure how often bullying occurs.

It summarises selected project field findings rather than reproducing the full research report. Section 4.8 explains which findings inform practical guidance. The Hacettepe report remains the source for the research methods, detailed analysis and limitations.

It is not a safety ranking of platforms. Audit scores are indicators of recorded features and documentation under specified conditions. Documentation and product observations have different coverage. Missing information, a low score or the absence of a dedicated reporting category does not establish that a platform is unsafe or that every alternative support route is unavailable.

It is not a legal determination or a substitute for a safeguarding procedure. National route information helps readers find appropriate support. Clubs must confirm the services, responsibilities and applicable procedures in their own setting before adopting the tools.

It does not reproduce individual participant records. The digital audit involved no primary research with minors. The separate Hacettepe field study involved young participants; this deliverable uses aggregate findings and thematic summaries without participant codes, verbatim quotations or identifiable case accounts. Section 3.6 distinguishes these activities.

It does not establish that the proposed tools have been proven effective. Research findings inform the recommendations, but the club routines, first response card and implementation tools require review, adaptation and evaluation in practice.

1.5 How to use it

Read Sections 4 and 5 for the evidence and Section 6 for its practical implications. For an immediate concern, coaches should use Annex A6 and the club's safeguarding procedure. Immediate danger takes priority over reading or completing a form.

Clubs should adapt Annex A2 together with the implementation tools in Annex A7, completing the named roles, alternative contacts and local referral routes before use. Annexes A1 and A3 provide guidance for athletes and guardians. A confidential concern should go through the designated safeguarding route, not a team or parent group chat.

Sources are identified by evidence layer. Platform claims refer to Annex A4, published research to Annex A5, and project field findings to the Hacettepe report and its section or table references in Section 4.8. The new response tools also identify their safeguarding guidance sources. A research finding, an operational recommendation and evidence of intervention effectiveness are distinct claims.



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1.6 Project background and partnership

B-FREE – Team Up for Respect: Promoting Bully-Free Zones in Grassroots Sports – is a 24-month Erasmus+ Sport cooperation project (Project No. 101245037). Coordinated by Oslo Orcas IF, it brings together sport organisations, coaching expertise, research capacity and community networks to strengthen respectful and inclusive youth-sport environments.

The project seeks to help young athletes recognise and respond to bullying, build coaches' capacity to intervene appropriately, equip clubs with clear policies and reporting structures, and promote respect through education and awareness. Its particular emphasis is athletes aged 14–18. D2.3 translates the research into practical guidance for these objectives; the survey's wider 10–18 age range is retained when reporting its findings.

The Grant Agreement identifies eight beneficiary organisations across seven countries: Norway, Malta, Slovenia, Portugal, Croatia, the Netherlands and Türkiye. Oslo Orcas IF serves as coordinator. The partnership combines academic research with coaching, federation, club, community and digital-resource expertise. Sport Singularity B.V. leads Task 2.3 and this deliverable; Hacettepe University leads WP2 and the research reported in D2.1 and D2.2. The consortium's geographical coverage is distinct from the survey's four-country sample.



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Section 2. How this deliverable sits within Work Package 2

2.1 The division of labour

Work Package 2 investigates bullying in grassroots sport in person and online. D2.3 is the point at which its evidence is translated into practical guidance.

The field report describes experiences and perspectives of athletes and adults in participating sport settings. The digital platform audit examines product rules and controls. D2.3 combines these layers with published research and support-route information. The field synthesis appears in Section 4.8; its practical applications appear in Section 6.8 and Annexes A6 and A7.

The distinction remains important after integration. Participant accounts can identify a need for safer reporting, but they cannot establish whether a platform feature exists. A product walkthrough can describe a control, but it cannot establish the frequency or consequences of bullying among athletes.

2.2 What this deliverable draws on, and from whom

Source	Produced by or reported in	Used in
Platform audit, twenty platforms	Task 2.3, Sport Singularity B.V.	Sections 4.6 and 4.7, Section 5, Section 6, Annexes A1 and A4
Published research, seventeen findings in the original digital strand	Task 2.3 research log	Sections 4.2 to 4.5, Section 6, Annex A5
National reporting and support routes, seven countries	Task 2.3 documentary review; country-specific verification status belongs with the relevant entry	Section 7, Annex A3 and local completion of Annex A7.1
Project survey and qualitative field research	Hacettepe University and contributing partners, as described in the WP2 Comprehensive Research Report [HU]	Section 4.8, Section 6.8, Annexes A6 and A7, and corresponding updates to Annexes A2 and A3
Data collection tools and methodologies	Hacettepe University, D2.2 [METHOD], including survey and qualitative guides	Interpretation of the field methods and instruments; analytical and sample limits remain stated in Section 4.8
Safeguarding practice guidance	Sources G1 to G8	Section 6.8 and Annexes A2, A3, A6 and A7, with local adaptation

Sport Singularity B.V. carried out the digital task and is the lead beneficiary for D2.3. The indicator of twenty digital platforms analysed is evidenced by the audit inventory in Annex A4; it does not mean that twenty live product walkthroughs were performed.

The qualitative inventory is reported in its original units: individual participants and coach focus groups. Group counts cannot be converted into coach headcounts. Section 4.8 identifies the limits of the inventory; these do not change the contractual allocation of tasks.

2.3 The relationship to the other Work Package 2 deliverables

The **comprehensive research report** sets out the project's research on bullying in sport, including its conceptual framework, survey and qualitative fieldwork. It remains the fuller account of the human research.



The **data collection tools and methodologies documentation** records the research instruments and procedures so that their use and interpretation can be assessed.

The research report also contains a literature review covering interpersonal violence and bullying in sport, the digital dimension, safeguarding and national evidence. Where D2.3 draws on that review, it identifies the underlying studies where available and distinguishes this literature from the project's own field findings.

D2.3 converts findings into guidance. Section 4.8 summarises the field findings relevant to that purpose and links them to actions for clubs and coaches. Published research, platform observations and project field findings remain distinct evidence layers.

Differences between sources must be assessed through their populations, questions, settings and methods. The project survey is not a measure of platform performance. Neither the platform audit nor the field research establishes that the proposed club tools are effective before implementation and evaluation.

2.4 Why the platform layer needed its own task

Guidance based on people's experiences can identify what needs to change, but it cannot by itself establish whether a recommended product control exists, where it is located or how it operates under particular account conditions. An instruction to activate a keyword filter requires evidence that the relevant platform and account offer that feature.

The platform audit supplies a dated account of documentation and observed controls. Annex A1 therefore organises digital guidance by platform. Its observations must be read with the limits of the test accounts, regions, versions and dates. An adult account's settings are not automatically the defaults for a child account.

The club also needs procedures that remain available when a product feature is absent, unclear or unsuitable. These include access to essential team information, a trusted human contact and an appropriate safeguarding response.

2.5 The European policy instrument this work complements

The European Commission's February 2026 Action Plan against Cyberbullying provides a policy context for this work. The Commission describes a coordinated European approach, prevention and awareness, and reporting and support. Its reporting measures include support for an online safety application through which young people can report cyberbullying, store and submit evidence, and obtain assistance.

D2.3 contributes two relevant perspectives. The national route review shows why services' roles and referral arrangements need to be clear to athletes and adults. The platform audit identifies questions about accessible controls, documentation and accountability. Neither establishes that all existing support or reporting routes are absent.

The Action Plan also refers to the protection of minors under the Digital Services Act and associated Commission guidance. These instruments provide a context for recommendations to platforms and regulators; this report does not determine the legal compliance of an individual product.

The planned application is a policy commitment, not evidence that an operational service is already available in every partner country.

Sources: [European Commission, Action plan against cyberbullying](#), access date recorded in the original report: 18 September 2026; [Commission launches Action Plan Against Cyberbullying to protect young people online](#), 10 February 2026, official-source entry rechecked on 30 September 2026.



2.6 What this deliverable hands on

Work Packages 3, 4 and 5 develop campaigns, training and policy work informed by WP2. Section 8 maps the integrated guidance to its users, practical outputs and subsequent work, including the field-based tools.

WP4 should use the whole WP2 evidence base. D2.3 now combines the platform layer with a field synthesis, prevention guidance, a coach first response card and club implementation tools. The comprehensive research report remains necessary for interpretation and adaptation.

These are inputs for review, localisation and piloting. Their production does not establish that training delivery, acceptance by another work package or impact evaluation has been completed.



Section 3. Method and limitations

3.1 What was measured, and what was not

This deliverable uses four evidence layers: a digital platform audit, published research, a review of national support routes, and a synthesis of the project's field report supplied by Hacettepe University.

The audit examines documented policies and observable product controls. The field report describes survey responses and qualitative accounts from participants in sport. These methods answer different questions. Platform scores do not measure exposure to harm; participant accounts do not verify platform features; and neither source alone establishes intervention effectiveness.

Section 4.8 preserves the field report's sample limits and links selected findings to practical guidance. No new participant research or reanalysis of individual survey records was undertaken for this integration.

3.2 The platform audit: sample and structure

The original audit assessed twenty platforms against fifteen dimensions. The workbook also records metadata, including assessment date, auditor, observation conditions, stated minimum age and age verification method. Nine dimensions are scored. Qualitative observations include reporting steps, group-exclusion risk and the relevant sport setting.

The sample covers five categories: social networks and content platforms; messaging and group chat; community, gaming and live platforms; sport-specific applications; and anonymous messaging applications. The inclusion rationale concerns youth use, likely use in a club or team, a distinct risk type or partner-country coverage.

Sport-specific and anonymous messaging applications extend the audit beyond large social networks. Inclusion in a category does not make its products functionally identical. Team organisation, activity sharing and footage analysis have different uses and should not be treated as a single risk or governance profile.

3.3 Two kinds of audit evidence, reported separately

The original scoring scheme separates two blocks.

Policy and transparency: three dimensions, maximum six points. These record whether bullying is defined in the rules, guardian controls are documented and transparency reporting covers harassment. They were assessed through published documentation across all twenty platforms.

Product controls: six dimensions, maximum twelve points. These concern direct-message restrictions relevant to minors, comment controls, keyword filters, a bullying-specific reporting category, information about report outcomes, and block, mute or restrict tools. Product observations cover the eight walkthrough platforms only.

The original scheme assigns two points for Yes, one for Partial and zero for No, Unclear or Not applicable. These zero categories must remain distinguishable: an unverified feature and an irrelevant feature are not evidence of absence. Scores are descriptions of the recorded assessment, not measures of safety or intervention effectiveness.

The blocks are kept separate because published rules and accessible controls are different forms of evidence. Any comparison depends on the accuracy and consistent coding of the underlying entries. In particular, information about report outcomes must distinguish an acknowledgement, a documented feedback feature and an outcome actually observed. The walkthrough protocol did not test a completed moderation decision.



3.4 The two-tier sample

The contractual indicator is the number of digital platforms analysed: twenty. The audit used two levels of assessment:

- **Deep tier, eight platforms:** documentation review and a live walkthrough on an auditor-controlled account, supported by screenshots.
- **Documentary tier, twelve platforms:** review of policy and transparency documentation; product walkthrough fields were not assessed.

Documentation coverage and walkthrough coverage are separate counts. Observed product findings describe the deep tier and cannot be generalised to all twenty products. A claim about the absence of every possible reporting route would require a different, sufficiently comprehensive check of those routes.

3.5 The walkthrough protocol

The original report describes a fixed walkthrough protocol and records the device and operating system, application version where available, region or store, interface language and login status. Assessments used accounts controlled by the auditor; account types are described in Section 3.6.

The walkthroughs examined settings on those accounts, the accessible reporting sequence, comment and keyword controls, and block, mute or restrict tools. The audit reports forty-five screenshots filed under the reference codes used in Annex A4. Reporting flows were stopped before submission.

Consequently, a counted reporting sequence is not proof of a successful complaint, investigation or outcome notification. Any statement about an eventual moderation result needs a separate source. Where a feature was unclear or documentation conflicted, the relevant entry should retain that uncertainty rather than infer absence or a protective default.

The revised narrative does not constitute a repeat of all walkthroughs or verification of every workbook cell. Platform-specific claims must remain tied to their recorded evidence and conditions.

3.6 The ethics position

The digital platform audit involved no primary data collection with minors and no contact with real platform users. The following account of test accounts, screenshots and reporting flows applies to that audit.

According to the original audit record, the TikTok test account was registered with a date of birth below 16 to observe the protections applied to that account. No real minor was involved, the account was not used to interact with users, and no user content was collected through it. The auditor's own adult accounts were used on the remaining platforms.

The audit reports that no post, comment or message belonging to an identifiable minor was read, collected, screenshotted or quoted. Screenshots show the auditor's own account and platform settings or policy screens. Reporting flows were abandoned before submission, so that no complaint concerning a real user was filed.

The Hacettepe field research was a separate activity involving young participants. Its report describes ethics review, parental consent and child assent, anonymisation, a distress protocol and a safeguarding response procedure [HU, §8.3]. These are the field report's statements; the underlying approval and consent records were not independently inspected for this integration.

D2.3 uses aggregate findings and thematic summaries. It does not reproduce participant codes, verbatim testimony or individual case portraits. Fictional teaching scenarios in the practical guidance are identified as



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such. Any later proposal to use participant-level material requires confirmation of publication and reuse permissions and a review of identification risk. The audit's statement that no minors participated must not be extended to WP2 as a whole.

3.7 The published research layer

The original digital research log contains seventeen findings extracted from published studies and datasets. Each entry records its population or setting, data and finding type, limitations, source and access date. Findings are logged individually, so that a study contributing both prevalence and impact findings can appear more than once.

The original documentary list contains eighty-two source entries. That count includes platform, policy and other documents; it is not a count of eighty-two peer-reviewed studies. The seventeen findings and eighty-two entries describe the original digital strand, not the total evidence base after field integration.

The Hacettepe source and the additional safeguarding practice sources are identified separately in Annex A5 and in the sections that use them. No new participant data were collected for the published-research layer.

3.8 The country layer

Section 7 describes reporting and support starting points in the seven partner countries. The original review was compiled from the operating bodies' published information, with references and access dates. Where a website could not be read directly, the original review recorded a corroborating route and identified the need for a manual check.

The review must distinguish advice, acceptance of a concern, case referral, investigation, sport disciplinary action, content removal and emergency response. A service's narrow remit does not establish that no other competent route exists in the country.

Country entries and contact details should be read with their verification dates and limitations. Partner confirmation is established only where a dated confirmation record exists; it is not inferred from inclusion in the report. Before adopting the tools, clubs must confirm the route relevant to their sport and concern, including an external alternative if a club decision-maker is implicated. Annex A7.1 records those local arrangements.

3.9 Limitations

Platform-specific incidence is not measured. The audit does not establish how often a harmful behaviour occurs on an individual platform. Section 4.8 describes participating sport samples and does not convert their responses into platform incidence estimates.

Product observations cover eight platforms. Documentary review across twenty products does not supply missing walkthrough evidence for the other twelve.

Account conditions constrain the findings. Except for the reported TikTok test account, walkthroughs used adult accounts. Their settings cannot establish child-account defaults on every platform, in every country or at a later date.

Real moderation outcomes were not tested. Flows were stopped before submission. A visible acknowledgement or documented feature is different from observed handling and feedback on a completed report.

Absence claims need bounded wording. Not finding a dedicated group-exclusion category does not demonstrate the absence of every account, group, harassment, support or safeguarding route. Nor does a national hotline's remit establish the limits of all services in that country.



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Published studies and project field research have different population limits. The studies vary in age, sport level, geography, questions and recall periods. The project survey uses non-probability samples aged 10 to 18. Its percentages are not national or European prevalence estimates. Reported harmful behaviours are not automatically a separately verified measure of repeated bullying involving unequal power.

The qualitative framework has unequal coverage. Themes were developed primarily from the Turkish material; partner accounts differ in depth. The report notes limitations in perpetrator perspectives, the experiences of athletes who left sport, translation and online interviewing. Qualitative recurrence is not a measure of frequency.

The final questionnaire and the interview/focus-group guides are documented in D2.2. Availability of the instruments does not independently verify the analytical coding or the complete qualitative participant inventory. Section 4.8 retains the final research report's stated measures and denominators; no additional participant totals or age-specific results are inferred.

The proposed tools have not been evaluated as a B-FREE intervention package. Their research basis and practice sources support their design, but use and outcomes require assessment. Counts of reports alone cannot establish improvement.

Platform findings and contact details can change. They need dated verification before implementation or republication. Integrating the field report is not a new audit of all platform features, source entries or local services.

3.10 Validity dating, review and localisation

Read platform findings with the date and conditions of the underlying observation or document. Guidance naming a setting or menu should retain that date and be checked on the relevant product and account before use. Distinguish the original assessment date from any later documentary confirmation.

Clubs should review required applications and support contacts when there is a relevant change, and at their agreed review interval. A light check of frequently changing platform guidance is recommended during the remaining project period; this is a maintenance proposal, not evidence that a recheck has occurred.

When material is produced in a partner language, use the setting or menu wording shown in that interface, with an explanation where needed. Check accessibility, readability and the local safeguarding terms as well as literal translation. Record the version, reviewer, date and confirmation status for each language and country adaptation.

3.11 Integration of the project field report

The synthesis uses Hacettepe University's WP2 final report dated 26 September 2026 [HU], which underpins the research content in D2.1, together with the instruments documented in D2.2 [METHOD]. Section 4.8 records aggregate findings and limitations. Section 6.8 and Annexes A6 and A7 translate selected findings into proposed actions, supported by the safeguarding guidance cited there.

D2.2 Annex A records the final English questionnaire; the coordinator confirms that partners translated the same substantive content into their national languages. Annex B contains the qualitative guides used with four stakeholder groups: athletes, coaches, parents and managers, including separate coach interview and focus-group guides. These sources clarify the instruments used. They do not constitute an independent audit of the underlying datasets or proof of psychometric equivalence between translations. Time categories, experience/witness responses and the respondent bases for help-seeking must be interpreted as defined in the final report. [METHOD; HU, §§8.4–8.6, 9.1]



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Research findings, operational proposals and tested interventions are identified separately. The seven curriculum modules proposed in the field report are inputs to content planning; they do not by themselves revise the agreed WP4 outputs or demonstrate completed implementation.



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Section 4. What the evidence says

4.1 How to read this section

This section brings three evidence strands together. Sections 4.2 to 4.5 summarise the published research and the WP2 literature review. Sections 4.6 and 4.7 interpret the platform audit, with the corrections recorded in Annex A4. Section 4.8 integrates the Hacettepe University field report [HU] and connects its findings to the practical tools in Section 6.8 and Annexes A6 and A7.

The original digital research log contains seventeen findings, including eleven from sport-specific research and six from general adolescent research. Its eighty-two documentary sources support the digital strand and are not the total source count for this integrated report. Findings are logged separately when a study addresses different outcomes. Their population and methodological limits remain important when applying them to athletes aged 14 to 18.

The platform inventory covers twenty products. Eight have recorded product walkthroughs as well as document review; twelve have document review only. Historical observations are dated 14 August 2026. Selected documentary corrections were checked on 24 September 2026; these are not new product tests or an assessment of actual moderation outcomes. An adult account cannot establish a child's default settings.

The Hacettepe findings add project-specific survey and qualitative evidence. They do not make the platform audit a prevalence study, and they do not remove the sampling and measurement limits of the published research.

4.2 Prevalence

Among adolescents generally. The 2024 Health Behaviour in School-aged Children study covered 44 countries across Europe, Central Asia and Canada. It reported recent cyberbullying victimisation among 15 per cent of boys and 16 per cent of girls, often summarised as around one in six. Twelve per cent reported cyberbullying others, comprising 14 per cent of boys and 9 per cent of girls. The corresponding cyberbullying measures had risen since the 2018 wave. These are school population findings, not estimates specifically for young athletes.

The digital literature log also includes a German school study reporting around 7 per cent direct cyberbullying involvement in 2022, compared with around 14 per cent traditional bullying, and a study of young people aged 12 to 18 in Jazan, Saudi Arabia, reporting 42.8 per cent cyberbullying prevalence. Their definitions, settings and recall periods differ.

Among athletes. Tooth and colleagues surveyed 912 athletes aged 12 to 24, predominantly in Luxembourg, France and Belgium. Online abuse was reported by 10.4 per cent. The mean age was 16.5, but the results quoted here are not an isolated estimate for ages 14 to 18. A United States college-athlete capstone study reported 21.4 per cent cyberbullying in the preceding month among participants aged 18 to 24. It is a single-institution comparator outside the project's main age group. [LIT-007, LIT-017; V8]

Safeguarding case and social-media monitoring figures use different denominators again. The digital log records online activity in 33 per cent of safeguarding cases reported to United Kingdom national governing bodies in 2022 to 2023, and negative content in up to one third of posts directed at athletes in an Olympic monitoring study. Neither figure measures the percentage of young grassroots athletes who experience bullying.

Within the partner countries. The WP2 literature review reports psychological abuse in sport at 78 to 79 per cent in two Turkish studies, alongside reporting rates of 1.5 to 3.7 per cent (Öztürk et al., 2026a; 2026b). It summarises studies in the Netherlands and Poland with figures ranging from 72 to 90 per cent (Schipper-van



Veldhoven et al., 2022; Wójcik et al., 2025), and Portuguese research with victimisation around 10 per cent (Nery et al., 2015; 2019). It also describes gaps in sport-specific research and awareness of reporting routes in Norway, and a historical focus on spectator violence in Croatia. These figures are retained as findings reported in the WP2 literature review; they are not a harmonised national comparison.

How to use these numbers. Do not pool the percentages or rank countries from them. Studies address different behaviours, ages, sports and periods; some measure experiences, some cases and some posts. The project survey findings in Section 4.8 provide a further, separately described sample. Practical guidance should respond to the range of harms and barriers to seeking help without treating any one percentage as the prevalence for all European athletes aged 14 to 18.

Sources: Annex A5, LIT-001 to LIT-004, LIT-007, LIT-011, LIT-016 and LIT-017; WP2 literature review; [V8].

4.3 Forms

The adolescent literature describes offensive or threatening messages, false or cruel information, disclosure of private information and social exclusion. Among the student athletes in the United States comparator, rumour-spreading and mean comments were commonly reported. These findings do not establish a common frequency ordering across all sports or countries.

The wider sport literature describes discriminatory abuse, sexual harassment, threats, stalking, doxxing, image-based abuse, impersonation and coordinated attacks. The evidence log records more than 10,000 potentially abusive posts and comments verified around Paris 2024 and nearly 20,000 around the 2022 FIFA World Cup. These event-monitoring counts describe highly visible athletes and cannot be transferred directly to grassroots clubs.

The WP2 literature review connects digital harm with power relationships in sport, including team-group exclusion, humiliating content and degrading nicknames. Distinguishing mutual joking from harmful conduct can be difficult, particularly online. The response should consider the person affected, context, power, repetition and likelihood of further harm, rather than accepting an adult's or peer's description of the conduct as banter.

In one Tokyo Games monitoring study, the logged categories of abuse included sexism, racism, doping accusations, transphobia and homophobia, with much of the targeted abuse directed at female athletes. These findings support attention to discriminatory and sexualised harm. They do not establish that every young athlete or every platform has the same risk profile.

Section 5 examines social exclusion as an important issue for club governance. Its importance is not a claim that it is the most frequently reported behaviour. The project survey in Section 4.8 records verbal harm more often than its digital-exclusion item.

Sources: Annex A5, LIT-005, LIT-012, LIT-013, LIT-014 and LIT-017; WP2 literature review; [HU].

4.4 Impact

Seeking help. Tooth et al.'s supplementary table reports 95 athletes who experienced online abuse, of whom 34 sought help (35.8 per cent). Two of those 34 named a coach (5.9 per cent). The denominator for 5.9 per cent is therefore the help-seeking subgroup, not all victims or all athletes aged 14 to 18. The result supports making trusted help easier to reach; it does not justify a universal coach-disclosure rate. [V7, V8]

Wellbeing and participation. The same study describes self-reported effects on confidence, sleep and mood following online abuse. It separately reports that 63.6 per cent of the full sample felt online time interfered with training or recovery. Its cross-sectional design does not establish causation. [V7, V8]



The wider evidence log includes a longitudinal study of older athletes in which cyberbullying was associated with later competitive pressure and depression symptoms, and qualitative sport-safeguarding accounts of anxiety, loss of confidence, sleep disruption and difficulties with performance. These findings support attention to the athlete's wellbeing as well as participation, while retaining each study's age and design limits. General adolescent studies in the log also describe educational and mental-health effects, but their estimates should not be presented as measured outcomes for B-FREE participants.

Normalisation. The WP2 literature review reports that more than 78 per cent of professional footballers in one study regarded cyberbullying as a normal part of sporting life (Chhikara, 2018). This raises a relevant practice concern about accepting abuse as something an athlete must endure. It does not explain the cause of low reporting in another country or sample by itself.

The protective role of sport. The WP2 literature review also draws on a systematic review of 29 studies concerning physical activity and bullying (Rusillo-Magdaleno et al., 2024). Supportive, well-organised participation can contribute to prevention. Sport's potential benefits depend on the environment and do not make an abusive setting safe.

The practical consequence is to discuss emotional safety, belonging, training and recovery together. Coaches should be approachable, know how to respond and provide an independent alternative where the concern involves a coach. Sections 4.8 and 6.8 develop this response using the project findings.

Sources: Annex A5, LIT-006, LIT-008, LIT-009, LIT-010 and LIT-015; WP2 literature review; [V7, V8].

4.5 The gap in the evidence, stated

Three limitations remain in the published digital strand. First, detailed sport studies often concern elite or adult athletes. Second, large adolescent surveys often concern school populations without identifying athletes separately. Third, the closest European athlete study in the original log spans ages 12 to 24 and uses a custom questionnaire; its whole-sample figures cannot be presented as estimates for the narrower B-FREE target group.

The original log is a selected evidence base, not proof that only one relevant European study exists. National studies add context, but differing measures and samples prevent a reliable league table of country prevalence.

The Hacettepe report now supplies project-specific survey and qualitative findings. Section 4.8 identifies the 14 to 18 subgroup where the source provides it, and makes the limits explicit. The survey is not a probability sample; item denominators vary; harmful-behaviour indicators do not independently confirm every criterion of a narrow bullying definition. Qualitative coverage and depth also vary between countries. The findings inform the guidance without demonstrating that the proposed tools are effective interventions.

Future research should use clearly defined measures, distinguish peer and adult conduct, preserve item denominators and examine barriers to safe reporting. These needs remain relevant to federations and the WP5 policy brief even after the field findings are integrated.

4.6 What the platform audit establishes

Coverage and historical record. Twenty platforms received document review. Eight also have recorded product walkthroughs: Instagram, TikTok, YouTube, Snapchat, X, WhatsApp, Telegram and SportEasy. Annex A4 retains the historical inventory, scores and coding totals so the original audit remains traceable. Twelve documentary-only rows do not represent live tests of controls.

Product features. The historical table records block, mute or restrict tools as Yes on seven of the eight deep-tier platforms and Partial on one; a bullying-specific reporting category as Yes on five and No on three; and a keyword filter as Yes on four and No on four. These counts describe what was recorded under the audit



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conditions. They do not establish how well a control prevents harm, and their account and surface limitations must accompany practical use.

Reporting and feedback. The original feedback dimension contains two Yes, three Partial and three No codes. It does not contain five No codes. More importantly, the documented protocol stopped before submitting complaints, so it could not observe a later moderation decision in response to those test reports. A confirmation screen or documented feedback feature is distinct from a received outcome. Actual moderation outcomes are not assessed for any of the eight platforms under that protocol. Annex A4 separates these meanings; Section 6 maintains a club response in parallel with any platform report.

Age and default settings. A TikTok notice on a test account declared as under 16 documented automatic privacy changes. No real child used that account. Other observations made through adult accounts show the settings available in that account state, rather than the defaults for children. Clubs should check the relevant age, role, region and current product version before using a walkthrough as practical instruction.

Spond illustrates why a single minimum-age label is inadequate. Its terms permit children under 15 to use the service when registered by an administrator or guardian, while its privacy policy requires guardian approval below 15. Administrators must be at least 15. Guardian access, child membership and independent account use are distinct configurations; the club must choose an eligible arrangement. [V3 to V6]

Policy and transparency. Strava publishes harassment rules and a New York transparency report containing harassment moderation data. These documents establish the presence of policy and reporting material; they do not establish the effectiveness of enforcement or the availability of every product control. [V1, V2]

The audit's policy and product code totals describe different evidence and are not comparative safety ratings. Annex A4 reconciles the inventory and the narrow Strava transparency correction with the corrected workbook. Unclear and Not applicable codes remain distinct from No. Child-default, guardian-control and feedback interpretations retain their account and evidence limits.

4.7 Three cross-cutting patterns

Documented policy, available controls and effective protection are different questions. A policy may describe conduct that a user cannot easily report from a particular screen. A visible control may also be difficult to use or produce an unknown outcome. Read the evidence for each question separately. The historical scores do not measure whether protection works.

Club-mandated communication creates a governance responsibility. When team information depends on access to a group or app, exclusion and eligibility require a club procedure. Members should receive essential information through an accessible, age-appropriate route. Club safeguards are warranted by that dependency and the project findings, without claiming that the club's application is always less safe than a voluntary social network.

Age assurance and adult responsibility must be checked in context. A stated age threshold, a guardian feature and a method for verifying age serve different purposes. Product announcements, self-declaration and one adult walkthrough cannot be compared as though they were equivalent tests of age assurance. Clubs should document eligibility, guardian involvement, permissions and alternatives, and recheck changing products before use.

Together with Section 4.8, these findings inform the recommendations and annexes. They support practical prevention, a reliable response to concerns and accountability for team communication; they do not provide a tested ranking of platforms or interventions.



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4.8 B-FREE field research: findings and implications for practice

The B-FREE field research adds athletes', coaches', parents' and managers' perspectives to the literature and platform analysis in this report. It informs the guidance on recognising harm, responding to concerns and changing club practices across physical and digital settings. This section connects reported findings to Section 6.8, the coach first response tool in Annex A6 and the club implementation tools in Annex A7. These are practice designs derived from research; the field report does not demonstrate their effectiveness through an intervention evaluation. [HU, §§11.2, 12]

4.8.1 Evidence base and limits

The survey contains 2,038 analytical participants after one of 2,039 records was excluded because consent was missing. The analytical sample comprises Türkiye (779), Croatia (401), Slovenia (486) and Portugal (372). Of these participants, 1,352 were aged 14 to 18 and 686 were aged 10 to 13. The samples were not selected probabilistically. Recruitment channels, sports and participant characteristics differed between countries; the results describe these samples and do not estimate national or European prevalence or rank countries' safeguarding performance. [HU, §9.1.2, Table 9.3; §11.3]

The survey asked about 12 harmful behaviours during the previous year. Reporting a behaviour does not establish that every experience met a bullying definition involving unequal power and repetition or a likelihood of recurrence. Item percentages use valid responses to each question, rather than incident counts or repetition frequencies. The final English questionnaire is documented in D2.2 Annex A; partner versions translated the same substantive content, as confirmed by the coordinator. The findings below retain the final report's measures and denominators. [HU, §§8.4.1, 9.1.1, 9.1.7; Tables 9.1, 9.2; METHOD, Annex A]

The qualitative analysis developed its six themes principally from Türkiye, with other country material providing comparison. Narrative depth varied, the Portuguese athlete sample was small, and translation could affect meaning. Table 8.2 reports 77 athletes, 20 parents, 25 managers and seven coach focus groups. The accompanying narrative separately describes Sport Coaching Europe's contribution. As the table does not give individual coach headcounts or a fully reconciled allocation of that contribution, no complete headcount is derived here. D2.2 Annex B documents the guides for all four stakeholder groups. [HU, §§8.5, 8.10, 11.3; Table 8.2; METHOD, Annex B]

4.8.2 What the survey contributes

Across the analytical sample, 1,237/2,038 participants (60.7%) reported personally experiencing at least one of the 12 behaviours. Among participants aged 14 to 18, this was 884/1,352 (65.4%). These are distinct populations: the following combined item results cover ages 10 to 18 and are not estimates specifically for the project's older target group. [HU, §§9.1.3, 9.1.8, Table 9.13]

Hurtful name calling and derogatory teasing were reported by 764/2,037 respondents (37.5%); exclusion from peer groups by 615/2,032 (30.3%). The combined digital content item, covering rumours, unauthorised sharing or mocking content, was reported by 251/2,024 (12.4%), and digital exclusion by 227/2,033 (11.2%). Different denominators reflect missing item responses. A combined item cannot establish separate rates for its component behaviours. These findings support attention to relational and digital harm, but do not establish exclusion as the most commonly reported form. [HU, §9.1.4, Table 9.7]

Among participants who reported personal experience and answered the help-seeking question, 642/1,190 (53.9%) selected "told nobody or tried to deal with it themselves". Both parts of that response must be retained; it cannot be reduced to a count of those who told nobody. The qualitative accounts help explore possible



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barriers, including anticipated disbelief, social retaliation and dependence on sporting decisions, without establishing a causal explanation for this percentage. [HU, §9.1.9, Table 9.16; §§9.5, 10.5]

The setting question allowed multiple selections. Of 1,194 respondents reporting personal experience and answering it, 916 (76.7%) selected training grounds or sports facilities, 702 (58.8%) changing rooms and 397 (33.2%) online environments. These overlapping respondent percentages are neither a distribution of incidents nor exposure rates for all participants. They support guidance that connects club spaces with digital communication. [HU, §9.1.9, Table 9.15]

4.8.3 Six themes informing the guidance

1. **Harm that can be denied.** Teasing, labels and exclusion could be reframed as humour, tactics or discipline. Laughter did not necessarily indicate comfort or agreement. Athletes' accounts therefore inform recognition alongside adult observations. [HU, §9.2]

2. **Harm passed through seniority.** Initiation and compulsory service could reproduce treatment previously experienced by senior athletes. Supportive welcoming practices provided contrasting accounts of belonging without humiliation. [HU, §9.3]

3. **Gendered expectations and bodily control.** Expectations of toughness, body commentary and restrictions on emotional expression could discourage disclosure or reward conformity. Reported adaptation should not automatically be interpreted as improved safety. [HU, §§9.4, 10.4]

4. **The perceived cost of reporting.** Fear of labels, lost opportunities or ineffective responses could make silence understandable. Athletes, parents and assistant coaches described different dependencies and barriers. [HU, §9.5]

5. **Digital harm that persists.** Recordings and repeated circulation could extend harm beyond training. Closed team groups and open platforms involved different relationships between the target, perpetrator and audience; these patterns varied across accounts. [HU, §§9.6, 10.7.2]

6. **Economic inequality within participation.** Equipment, scholarships and activity costs could become sources of stigma or withdrawal after a young person had joined sport. This theme was not documented equally across countries. [HU, §9.7]

4.8.4 Translating findings into club practice

The following mapping makes the practical consequences explicit. The actions are proposed responses to identified needs, with responsibility assigned to adults and organisations as well as athletes. Examples of practices perceived positively by participants are informative, but are not controlled tests of effectiveness.

Research finding	Implication and responsible role	Application in this guidance
Teasing and exclusion can be normalised or difficult to document. [HU, §9.2]	Coaches establish shared behavioural expectations with athletes and observe patterns in pairing, participation and language.	Section 6.8 and Annex A7: recognition prompts and inclusive practice checks.
Initiation can reproduce seniority based harm. [HU, §9.3]	Club leaders and captains replace coercive rituals with voluntary welcoming activities and fair task allocation.	Section 6.8 and Annex A7: welcoming and team culture checks.
Gendered and bodily expectations can suppress concerns. [HU, §9.4]	Coaches review body commentary, emotional responses and unequal treatment; club leaders support correction.	Section 6.8: behaviour expectations; Annex A6: listening without minimising.



Research finding	Implication and responsible role	Application in this guidance
Reporting can threaten sporting opportunities or relationships. [HU, §9.5]	Clubs provide an alternative to the implicated adult, explain next steps and check for retaliation after disclosure.	Annex A6: first response; Annex A7: reporting routes, responsibility and follow-up.
Digital records can prolong harm and connect physical and online settings. [HU, §9.6]	Clubs clarify recording and sharing rules, protect access to official information and identify who responds.	Section 6.8 and Annex A7, alongside the existing digital guidance and platform analysis.
Costs and financial dependency can restrict participation or reporting. [HU, §9.7]	Managers review costs, equipment access and support arrangements without labelling recipients or tying protection to performance.	Annex A7: participation and access checks.
Bystanders face different costs when intervening. [HU, §§9.5.5, 10.5]	Coaches teach safe support and referral options; club leaders protect athletes and adults who raise concerns.	Section 6.8 and Annex A6: supportive action and referral.
Fewer reports may reflect silence or conformity. [HU, §§10.4, 12.5]	Clubs review perceived safety, participation, confidence in reporting, retaliation and reasons for leaving alongside report numbers.	Annex A7: review and improvement checks.

4.8.5 Implementation and evaluation

Clubs should adapt these tools with young athletes and relevant adults, checking that reporting responsibilities and alternative routes are understood before encouraging disclosure. Adaptation should consider age, sport, club size and local procedures. The seven curriculum modules proposed in the field report provide material for this work; they do not demonstrate that an agreed training programme has been delivered or evaluated. [HU, §§12.1, 12.2, 12.6]

Implementation should test whether people understand and can use the tools, then review experience over time. Suggested indicators include recognition of harmful behaviour, confidence in safe action, perceived reporting costs, participation and organisational follow-up. These are proposed evaluation domains, not validated B-FREE outcome measures. [HU, §12.5]

This synthesis uses aggregate results and thematic interpretation. It reproduces no participant quotation, identifier or individual case. Public reuse of individual narratives requires separate confirmation of consent scope and protection against identification. [HU, §8.3]

Source key: HU denotes Hacettepe University's B-FREE WP2 English Final Report, dated 26 September 2026, supplied as B-FREE_WP2_EN_Final_Report_26.09.2026 (1).pdf. HU section and table references use that report's numbering, including §9.1.9 for perpetrators, settings and help-seeking. D2.1 presents the substantive research in the separate deliverable; its section numbering differs. METHOD denotes D2.2, Data Collection Tools and Methodologies Documentation, including Annex A (survey) and Annex B (qualitative guides). Full source identification appears in Annex A5.5.



Section 5. Exclusion from the team group

5.1 Why this section exists

Advice about harmful posts, messages, photographs and accounts is necessary, and Annex A1 provides platform guidance. Club procedures must also address being deliberately left out of communication: a player is removed from a team group, is not invited, or finds that essential arrangements have moved to another group without them.

Exclusion is one form of harm requiring attention in a club context. It can affect belonging and access to sport even when no abusive post accompanies it. Its importance does not establish that it is the most frequent form of bullying. The project survey reports verbal harm more often than digital exclusion, and the platform audit did not measure incidence.

This section connects that concern to group administration, safe reporting and review. The response should examine the circumstances rather than assume that every membership change is bullying.

5.2 Exclusion is a documented form of harm

The adolescent literature includes social exclusion among forms of cyberbullying, alongside threatening messages, false information and disclosure of private information. The WP2 literature review also describes digital group exclusion as a way that sporting power relationships can continue online. Section 4.8 adds the project's survey and qualitative findings. [LIT-005, LIT-017; HU]

Exclusion may leave less obvious content evidence than a directly abusive message. It does not necessarily leave no evidence: membership notices, invitations, administrator records, related messages or accounts from those involved may help explain what happened. Their availability was not systematically tested across all twenty platforms. Listen to the athlete even if no screenshot is available, and preserve relevant ordinary evidence through the restricted procedure in Section 6.8 and Annex A7.3.

Consider purpose, context, repetition, power and consequences. A documented safety restriction with review arrangements differs from deliberate humiliation or retaliation. Even where a necessary restriction is justified, the club remains responsible for a safe route to essential team information.

5.3 The team group as part of club life

Where a squad uses a closed group or team app to organise fixtures, travel, training or selection, access has practical consequences. The same channel may also carry social interaction. Treat it as part of the team's environment and include it in the prevention review in Annex A7.2.

The original audit assigned a qualitative group-exclusion risk code to each platform. These codes describe the assessor's judgement about membership functions and likely club use, not measured harm or independently validated risk levels.

Historical code	Platforms
High: 8	Facebook, WhatsApp, Telegram, Messenger, Viber, Discord, Spond, SportEasy
Medium: 7	Instagram, TikTok, Snapchat, X, Twitch, Roblox, Strava
Low: 2	YouTube, Reddit
Not applicable: 3	Vevo, NGL, Tellyn



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Source: original audit column U and received D2.3, retained as a historical record dated 14 August 2026. Eight platforms have product walkthrough evidence overall; this table does not imply twenty live group-removal tests. A Low or Not applicable code does not establish that a product lacks every possible group or exclusion mechanism.

The useful governance question is whether loss of access could isolate an athlete or interrupt participation. A platform label alone cannot answer it for a particular club.

5.4 Reporting options and the limits of the audit

The audit did not establish a dedicated category for reporting unfair exclusion from a team group. Its evidence does not support the stronger statement that no reporting or support route exists on any of the twenty platforms.

Only eight platforms received recorded product walkthroughs. Account, group, harassment and support routes were not all systematically tested for a group-exclusion scenario. A missing exclusion category therefore cannot be coded as proof that every alternative route is unavailable. Documentary review of the remaining twelve products provides still less basis for a universal product claim.

A platform may need contextual information to distinguish abusive exclusion from ordinary group management. It may also be unable to restore the sporting relationship or ensure delivery of the club's information. The club should address those needs through its own procedure while using a relevant platform route where available. Neither the club nor the athlete should wait for a platform outcome before addressing immediate safety or retaliation.

5.5 Support and escalation beyond the club

Section 7 identifies national starting points for advice, victim support, safeguarding, reporting and referral. These functions differ. A hotline focused on unlawful material does not define the full range of help available in its country, and the absence of a named bullying category does not establish that no organisation can respond to the underlying conduct.

The original review identified sport-specific examples in Norway and the Netherlands that recognise bullying or deliberate exclusion. They are useful governance examples, not proof that other countries have no competent route. The current remit, jurisdiction and contact details of any service should be checked before the club adopts the local contact sheet in Annex A7.1.

The procedure must include an alternative outside the usual coaching line, especially where a club official is involved or an internal response is inadequate. Serious concerns require referral through the appropriate safeguarding or competent authority route; internal discussion should not delay urgent protection.

5.6 What follows for club practice

Govern membership decisions. Name who may add or remove members, permissible grounds, how reasons are recorded, who is informed and how a decision can be reviewed independently. Use the expanded club policy in Annex A2. Access restrictions should not be retaliation for raising a concern or a means of withholding essential information.

Provide a safe route to speak. Give athletes a named contact and an independent alternative. Hear the account, assess immediate needs, explain the next step and agree updates. A concern should be taken seriously without making a screenshot or a completed platform complaint a precondition for help.



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Maintain participation and follow up. Agree how the athlete will receive training and competition information, monitor retaliation and check whether the action has improved their experience. Address related conduct in training, changing areas and travel through the same response pathway. Annex A7 provides records and review prompts.

Define expected conduct. The club's rules should cover harmful peer and adult behaviour in person and online. Its responsibility arises from the sporting environment it organises, regardless of whether a platform uses the same definition of bullying. Platform procedures, club discipline and external safeguarding routes may all have a role.

5.7 Limits of the finding

The platform audit does not measure how often exclusion occurs. Section 4.8 adds sample-based findings on social and digital exclusion from the project field report, without establishing platform-specific incidence or national prevalence.

The historical risk codes are reasoned judgements, and the audit did not eliminate every alternative reporting route. No new removal scenarios or moderation cases were tested for this revision. The defensible conclusion is that club governance must cover exclusion and continuity of information, while platform and external options are considered according to the actual concern. Whether the proposed tools improve outcomes remains to be assessed through implementation and follow-up.



Section 6. Best practices and guidelines

6.1 How to read this section

This section turns the evidence in Sections 4, 5 and 7 into practical action. Sections 6.2 to 6.7 retain the six audiences of the digital strand, with corrections to claims that exceeded the audit evidence. Section 6.8 adds prevention and response in physical sport settings, connected to digital team life. Annexes A1 to A3 provide audience guides; A6 and A7 support first response and club implementation.

Recommendations have different kinds of support. A documented platform control supports teaching that control; a research association supports attention to a possible problem; a safeguarding practice source supports a response procedure. None by itself demonstrates that the B-FREE tools reduce bullying. The field-to-practice matrix in Section 4.8 states the basis and limits of the new actions. Local adaptation, user feedback and piloting remain necessary.

Clubs have responsibilities for the environment they organise and for how they respond to concerns. These responsibilities coexist with platform moderation, governing-body procedures, independent support and competent authorities. The number of recommendations addressed to an audience is an editorial decision, not a research finding about which body alone can act.

6.2 For the young athlete

Review the controls available to your account. Check account visibility, contact permissions, group invitations, comment controls and any custom word list. Annex A1 illustrates the screens recorded in the August audit. Account age, region, device and later product changes can affect the options. An adult account's observed setting is not evidence of the default for a child account. Automatic filtering and a user-created word list are different features; an empty custom list does not mean that every form of filtering is inactive. Source: Annexes A1 and A4.

Use the controls that fit the problem. Restrict unwanted contacts, block or mute where available, and use reporting when relevant. Review location sharing separately: protecting a location does not resolve abusive messages, and blocking a sender does not resolve exclusion from essential team information. Ask a trusted adult for help without having to show unrelated private conversations. Source: the Snapchat and messaging walkthroughs, Annex A4; Section 6.8.

Treat training routes and activity data as information about you. Before sharing an activity, consider who can see its route, start and finish, repeated schedule and identifying details. Ask the club to offer a way to participate without publicly exposing a child's movements or results. Check the platform's current privacy guidance; a sport-specific product is not automatically suitable for every age or use. Source: the Strava documentary review, Annex A4.

Talk about the effects on sport and daily life. Changes in sleep, confidence, enjoyment, recovery or willingness to attend can be reasons to seek a conversation. They are not a diagnosis of bullying and do not tell us what caused them. Athletes should have access to support without having to prove a performance effect. Source: LIT-008 and LIT-009, Annex A5; [HU].

Act safely as a teammate. Do not forward humiliating material, add to a pile-on or use a replacement group to isolate someone. Offer support privately if safe and tell a trusted contact when someone may be at risk. You do not have to confront a person who has power over you or investigate what happened. If your own behaviour has hurt someone, stop, accept appropriate help and take part in the club's fair response process. Sources: LIT-001; Section 6.8; Annex A2.



6.3 For the coach

Practise the first response to an incident or disclosure. Use Annex A6: check safety, listen without blame, explain what happens next, make a necessary factual record and confirm handover to the appropriate safeguarding contact. Help-seeking findings support making disclosure safer; a percentage from a different sample is not a performance target for this programme. The Tooth study covered ages 12 to 24, and its coach percentage concerned help-seekers rather than all victims. Sources: Section 4.4; LIT-008; [HU]; Annex A6.

Open a conversation without diagnosing. Notice changes in engagement, confidence or attendance and ask calmly about the athlete's experience of training, travel, changing areas and team communication. Avoid treating an assumed symptom as proof. Explain the confidential route and the alternative if the usual coach or decision-maker is involved. Sources: [HU]; Section 6.8.

Recognise discriminatory and sexualised harm. Pay attention to how gender, ethnicity, disability, perceived sexuality, body characteristics and economic circumstances can be used to target someone. Elite-sport online-abuse studies help name forms of harm; their rates do not estimate rates in a grassroots youth squad. Address adult conduct as well as peer conduct. Sources: LIT-012 to LIT-015; [HU].

Ask for evidence behind safety claims. A claim that automated moderation makes an app safe is not an assurance that harm will be prevented. The US Federal Trade Commission's NGL action illustrates the consequences of misleading moderation claims and marketing anonymous messaging to minors. It is a specific enforcement example, not a finding about every AI system or the legal status of every app in Europe. Sources: SRC-075; [FTC's 2026 account of the NGL settlement](#), checked 24 September 2026.

6.4 For the club

Adopt a code that covers the whole team environment. Name physical intimidation, humiliation, discrimination, degrading initiation, unwanted sexual behaviour and deliberate exclusion, including their digital forms. Single harmful incidents and safeguarding concerns require a response even when repetition has not been established. Explain the rules to adults as well as athletes. Sources: [HU]; Sections 4.8 and 6.8; Annex A2.

Govern access to essential team information. State who administers official groups, when access may change, how a decision is documented and reviewed, and how an athlete continues to receive training and competition information. A proportionate safety restriction is different from punitive exclusion or retaliation. Do not make an app account the only route to participation. Sources: Section 5; Annex A2.

Provide a safeguarding route alongside platform reporting. Name a contact, an independent alternative, a response target and a safe way to provide updates. A platform's acknowledgement is different from a moderation decision; neither substitutes for the club's immediate safety response. Do not wait for the platform before making an appropriate external referral. Sources: Annex A4; Sections 6.8 and 7.

Keep necessary records and preserve relevant evidence securely. Record the concern, immediate needs, actions, referrals and follow-up. Distinguish observed facts, reported accounts and interpretation. Use restricted access and locally confirmed retention arrangements. Relevant existing messages may need secure preservation; do not collect unrelated material or circulate evidence in team chats. Do not ask anyone to download, copy or forward sexual images of a child. Follow Section 6.8.5 and Annex A7.3. Sources: [G6, G8].

Set boundaries for routine adult-to-child communication. Use approved, accountable channels for routine coaching and logistics, with appropriate supervision and locally agreed parent/carers arrangements. Offer a separate confidential safeguarding route: an athlete should not have to disclose a concern in a team group or in front of a person who may be implicated. Consider safety before contacting parents or carers. Sources: [HU]; Section 6.8; Annex A2.



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Check eligibility by role before adopting an app. Distinguish an athlete's own account, a parent-managed profile and an administrator account. Read the current terms for the relevant country and service. The Spond correction in Annex A4 shows why one administrator age threshold cannot be applied to every type of use. Provide an equivalent communication route when the proposed account arrangement is unsuitable. Source: Annex A4.

Assign responsibility for official channels and footage. Name a moderator and define coverage, escalation and review arrangements. Review what identifying information appears in public posts. Before filming or publishing identifiable children, confirm the required permissions and lawful arrangements locally, including the child's wishes and any safety concerns. Set access, reuse, retention and removal rules. A video product without a peer chat can still create risks through access to footage and redistribution. Sources: the Facebook, Discord, Twitch and Veo reviews, Annex A4; Annex A2.

Make the code understandable. Explain doxxing, impersonation, image-based abuse, threats, stalking and coordinated harassment using age-appropriate examples. Avoid requiring athletes to choose a technical label before receiving help. Apply the same response principles when behaviour crosses training, travel and online settings. Sources: LIT-014 and LIT-015; [HU].

Review whether the procedure works for the child. Check safety, access to sport, retaliation, feedback and confidence in speaking up. Review the fairness of decisions affecting all children involved. An increase in reports can reflect greater trust; a decline can reflect reduced harm or reduced willingness to disclose. Source: Section 6.8.8; Annex A7.4.

6.5 For parents and guardians

Discuss support as well as settings. Supervision tools differ and do not necessarily show private message content. Ask about relationships and experiences at training and online, and agree who the child can approach. Respect privacy while taking concerns seriously. Source: the documentary supervision review, Annex A4; Annex A3.

Ask the club how its chosen app and procedures were reviewed. Find out which account role is expected, what information is necessary, who can see it and what alternative is available. Do not assume that club adoption proves appropriate age assurance, privacy or safeguarding arrangements. Source: Annex A4; Sections 6.4 and 6.8.

Know the route beyond the usual coach. Record the designated safeguarding contact and independent alternative in Annex A7.1. Section 7 distinguishes support services, illegal-content hotlines and other authorities. Use a service whose remit fits the concern; urgent protection should not wait for an internal or platform response. Sources: Section 7; Annex A3.

6.6 For federations and national governing bodies

Record the setting and nature of concerns consistently. Include an online component when relevant, together with the physical setting, immediate action and outcome, while minimising personal information and restricting access. Published sport case data illustrate why this matters but are not a prevalence estimate for all athletes. Source: LIT-016; Annex A7.3.

Build comparable evidence and evaluate responses. The project now includes several stakeholder perspectives and survey findings [HU]. Further work should improve comparability across settings and age groups, clarify help-seeking measures and test whether the proposed tools improve safety and support. Non-probability samples should not become national rankings. Sources: Section 4.8; [HU], Sections 11.3, 11.4 and 12.5.

Connect sport to wider prevention and support initiatives. The European Commission's Action Plan Against Cyberbullying, launched on 10 February 2026, sets out prevention, coordination and support, including work



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towards an online safety app. Contribute sport-specific needs such as exclusion from team information and concerns involving club staff. An announced initiative should not be described as an already operational local reporting service. Source: [European Commission announcement](#), checked 24 September 2026.

Use the right recipient for each issue. A safeguarding service, sport disciplinary body, platform support team and digital-services regulator have different functions. Section 7 provides starting points, with the limits of the review stated. Federations should confirm referral agreements and offer an independent route when the concern involves a club decision-maker. Source: Section 7.

6.7 For platform operators

Make policy and enforcement information usable. Publish understandable bullying and harassment rules and meaningful enforcement categories, with definitions, reporting periods and limitations. Provide accessible ways to report concerns and to understand the status of a report. Historical documentation scores should not be read as demonstrated real-world effectiveness. Source: Annex A4.

Address sport and team products according to their individual uses. Support club administrators with age-appropriate roles, privacy, reporting and access governance. Team management, activity sharing and match video have different functions. Strava's published harassment policy and transparency reporting illustrate why these products should be assessed separately. Source: Annex A4 and [V1, V2].

Explain the limits of anonymity and automated protection. Provide clear evidence for safety claims, accessible help and proportionate protection against targeting. If documentation cannot be accessed in an audit, record that limitation rather than treating an inaccessible page as proof that a control or policy does not exist. Sources: the NGL and Tellonym documentary reviews, Annex A4; SRC-075.

6.8 Preventing and responding to bullying in everyday club life

6.8.1 Purpose and responsibilities

This guidance turns the field findings in Section 4.8 into club routines for training, competition, changing areas, travel and team activities. It also connects those routines to digital communication. It is designed principally for grassroots athletes aged 14 to 18 and the adults responsible for them. Activities and language should be adapted to age, communication needs, disability, sport and local context.

The recommendations are proposed applications of the research, supported where indicated by established safeguarding guidance. They have not been evaluated as a B-FREE intervention package. A club should use them within its safeguarding procedure and confirm its local referral routes before adoption. The safeguarding sources listed here provide practice guidance from the United Kingdom; their national legal arrangements and contact numbers are not transferred to other countries.

The club committee assigns an accountable safeguarding lead, a deputy and an alternative route outside the influence of the person complained about. Coaches manage immediate safety and pass concerns on; they do not decide alone whether an allegation is substantiated. Young athletes, captains and parents can contribute to a safer environment without becoming case investigators. The club remains responsible for maintaining a workable response when the usual contact is absent. [HU, §§9.5, 11.2; G2]

6.8.2 Agree what people should notice and challenge

Use examples from the sport to discuss demeaning nicknames, humiliation after mistakes, deliberate exclusion, coercive initiation, unwanted contact, sexual comments, discriminatory language and interference with belongings. A club can respond to harmful behaviour before deciding whether it meets a formal definition of bullying. A serious single incident does not need to recur before someone acts.

Consider what happened, whether it forms a pattern, whose wishes can be ignored and how easily the person affected can leave or object. Laughter, silence, sporting ability or continued attendance should not be treated as proof that the behaviour is welcome. Nor should a disagreement or selection decision automatically be classified as bullying. Record and consider context, the athlete's account and other relevant information. [HU, §§9.2, 9.3, 9.4; G3]

Agree a short behaviour code with athletes and explain how it applies to coaches, captains, parents and volunteers. Practise using it in ordinary sessions. If the code is breached, name the behaviour calmly and interrupt it without humiliating anyone. A concern about an adult belongs in the same safeguarding system and must have a route that bypasses that adult.

6.8.3 Build prevention into the session

The following routines are proposed responses to the six fieldwork themes. Clubs should select and review them with athletes rather than assume that signing a code changes behaviour.

Setting or mechanism	Club or coach action	What to check
Humiliation after errors and selective tolerance	Correct the sporting action without attacking identity or worth. Apply stated behaviour expectations to influential and less successful athletes alike.	Are similar mistakes met with different personal treatment?



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Setting or mechanism	Club or coach action	What to check
Repeated exclusion from pairs, drills or team information	Organise pairings and rotate suitable roles. Observe access to drills and information; ask privately about recurring exclusion. Explain selection criteria.	Is one athlete repeatedly left without a partner or a meaningful role? Do not infer motive from one observation.
Initiation and seniority	Replace coerced tasks or humiliating rituals with voluntary welcome activities and shared responsibilities. Brief captains that status brings responsibility for inclusion.	Can a newcomer decline an activity without losing standing or participation?
Body comments and gendered expectations	Challenge demeaning comments about bodies, identity or perceived toughness. Provide a private way to raise discomfort.	Does asking for help lead to ridicule or assumptions about commitment?
Changing areas, travel and gaps between activities	Allocate supervision responsibilities and explain them to athletes and parents. Preserve privacy, offer an appropriate alternative to communal changing and prohibit filming there.	Are responsibilities clear during transitions and travel? Supervision must not become intrusive observation or recording.
Equipment, fees and social events	Offer a discreet route to discuss cost and practical support. Avoid public labels for subsidised athletes. Include low-cost ways to participate in team life.	Are costs, transport or equipment creating avoidable exclusion?
Harm moving between the venue and a team group	Keep essential team information accessible through an official channel. Record connected offline and online concerns together.	Does a safety measure unintentionally cut the affected athlete off from training information?

Sources: HU, §§9.2 to 9.7 and 11.2. Changing-area arrangements also draw on G4; the exact arrangements require local assessment.

6.8.4 Make speaking up possible

Show athletes at least two routes to a real person: the club safeguarding contact and an alternative who is not implicated or responsible for the disputed sporting decision. For a small club this may require a federation or another appropriate external safeguarding service. Confirm that the organisation actually accepts the relevant concerns; do not assume a general information line investigates cases.

Explain how to raise a concern verbally or in writing, who reads it, how to get help with language or communication, and what happens next. An athlete need not first confront the other person or produce a screenshot. A parent, teammate or volunteer may also raise a concern. If the club offers anonymous reporting, explain its limits and the possible difficulty of providing individual feedback.

Ask athletes to show, in their own words, how they would find help if their coach were involved. Do not require disclosure of personal experiences in a group exercise. A young person who chooses not to speak publicly should still have a private route to support. [HU, §§9.5, 10.5, 11.2; G2]



6.8.5 Use one response pathway, with clear handovers

Immediate danger takes priority over the sequence below. Stop the activity if necessary, obtain emergency help and follow the local child protection procedure. Do not wait for a committee meeting, a platform response or a completed form. Annex A7.1 records the locally verified routes. [G2, G5]

Step	Action and owner	Minimum handover or outcome
1. Receive and protect	The adult receiving the concern checks immediate safety, listens calmly and explains that relevant information may need to reach people who can help. Use Annex A6.	Immediate protection and a clear route to the safeguarding lead or alternative.
2. Record and transfer	The receiving adult makes a factual note promptly, separating what was seen, what was said and any interpretation. Pass it securely to the responsible safeguarding person and confirm receipt.	Date, context, account, actions already taken, recipient and a named person accepting responsibility. Avoid repeated questioning of the athlete.
3. Assess and refer	The safeguarding lead considers urgency, patterns, power differences, possible adult involvement and the need for external advice or referral. A conflicted person does not manage the concern.	A named case owner, referral decision and recorded reasons. Protective action does not wait for the club's disciplinary findings.
4. Plan safe participation	The case owner agrees practical support and contact arrangements with the athlete, taking account of their views. Involve parents or carers as appropriate to the athlete's age, consent and circumstances; seek safeguarding advice first if informing them could increase risk.	Arrangements for the next session, travel, changing and communication; a named adult and an agreed next contact.
5. Establish facts and decide	The authorised case handler follows the club or federation process and any directions from statutory agencies. Consider relevant accounts fairly, hear the response to an allegation at the appropriate stage and document the decision.	Findings, reasons and proportionate measures under the applicable procedure. Do not label a child publicly or treat an allegation as a proven finding.
6. Explain and review	Tell the affected athlete what support and action concern their safety, using an accessible format. Explain how the relevant parties can request review of the handling or decision.	A separate reviewer where possible; clear route and locally agreed timescale. Protect other people's confidential information.
7. Follow up and close	The case owner checks safety, participation and possible retaliation on the agreed dates. Record unresolved concerns and reopen or escalate if needed.	A reasoned closure or continued plan. An apology, silence or falling report count alone is insufficient evidence of resolution.

Sources: HU, §§9.5, 10.5, 11.2 and 12.5. The pathway is an authored implementation proposal. G1 supports listening and factual recording; G2 supports reporting and referral; G5 supports fair, proportionate responses and the needs of all children involved. The seven-step structure is not a tested protocol or a new contractual requirement.



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The coach's first task is support and referral, not conducting an interview to prove what happened. Do not arrange an immediate confrontation with the person reported. Where a formal or statutory enquiry is involved, agree subsequent contact through the responsible safeguarding professional. If a handover is not acknowledged within the club's stated response time, use the alternative route; act sooner where safety requires. [G1, G2, G5]

Evidence handling. Keep relevant existing evidence through the authorised safeguarding process, with access limited to those who need it. Do not circulate it in team chats or ask athletes to collect more harmful material. A child should not be asked to download, copy or forward sexual images of a child; refer that concern through the appropriate safeguarding or child protection route. Record relevant identifying information about the material without reproducing it. Ordinary messages and screenshots should not be destroyed simply because another child appears in them. The safeguarding lead determines appropriate preservation, access and retention under the applicable procedure. [G6, G8]

6.8.6 Prevent retaliation and support all children involved

With the affected athlete, identify where retaliation might appear: playing time, selection, training partners, travel, group access, nicknames or pressure to withdraw the concern. Record legitimate sporting reasons for relevant changes and have a person outside the disputed decision review concerns about unfair treatment. This is a way to examine patterns, not a guarantee of selection or an assumption that every sporting decision is retaliation. [HU, §§9.5, 10.5, 11.2.1]

Plan support separately for the child affected and any child reported to have caused harm. Consider their respective safety, communication needs and access to help. An interim protective arrangement is not itself a disciplinary finding. Do not make the affected athlete responsible for educating the other child, accepting an apology or leaving the club. [G5]

A joint conversation or restorative activity is not the default response to bullying. Do not require reconciliation. Any later use should follow safeguarding assessment, be genuinely voluntary and avoid exposing the affected child to further pressure. It must not replace a necessary referral or the agreed accountability process. [HU, §§9.5.3, 11.2.2]

6.8.7 Practise with situations, not personal disclosures

These are fictional teaching examples constructed from the research themes. They are not participant quotations or descriptions of identifiable cases.

Practice situation	First response to rehearse	Prevention or follow-up question
A newcomer laughs while senior athletes assign them humiliating tasks.	Stop the task; speak privately with the newcomer; use the safeguarding route for the concern.	Could the athlete refuse without losing acceptance? How will the welcome routine change?
An athlete is repeatedly left without a training partner and later stops attending.	Check the pattern and offer a private conversation; arrange inclusive pairings without announcing a presumed victim.	What did observation miss, and what support would make participation possible?
A coach uses body-related insults after errors; the athlete fears losing their place.	Use the alternative safeguarding route; arrange protection from retaliation.	Who can review selection decisions without depending on that coach?
A changing-room incident is filmed and then mocked in the team group.	Address immediate safety and the connected online harm through one case owner; use the evidence safeguards above.	Who supervises the transition, and how will filming rules and safe reporting be implemented?

Practice situation	First response to rehearse	Prevention or follow-up question
A subsidised athlete avoids a team social event because of cost and teasing.	Offer a discreet conversation and practical access options; address the behaviour without revealing financial circumstances.	Is the club treating affordability as part of participation planning?

Facilitators should let participants pass on any exercise and explain the private support route before discussion. Practise the actions and roles; do not invite a group to judge a real incident or identify another athlete. [HU, §§11.2, 12.1, 12.3]

6.8.8 Review whether the response works in practice

Use the same short questions at agreed intervals: can athletes find help; do they expect fair treatment; can they participate safely; and do they know what happens after a concern? Offer an accessible way to answer without discussing a live case in front of the team. These are proposed practice questions, not a validated measurement scale. Do not combine them into a claimed effectiveness score. [HU, §12.5]

The safeguarding lead should review whether promised contacts occurred, protective arrangements were checked and unresolved concerns received follow-up. Share only an appropriately aggregated learning summary with the committee. Small numbers and distinctive stories may identify an athlete even without names; omit them from public reporting.

Review both reports and the environment. More reports may reflect better access to help; fewer may reflect improvement, silence or withdrawal. Check participation, perceived safety and retaliation alongside case numbers. Use the findings to adjust routines and training. The seven curriculum modules proposed by Hacettepe can inform this work; their alignment with the five WP4 deliverable modules remains a separate content-planning decision. [HU, §§10.4, 12.2, 12.5]



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Section 7. Country context: support, reporting and referral

7.1 Purpose and verification status

This chapter identifies starting points for young athletes, parents and club staff in Norway, Türkiye, Croatia, Slovenia, Portugal, Malta and the Netherlands. National research evidence remains in Section 4; the four-country B-FREE fieldwork is synthesised in Section 4.8. The services below are not a comparative measure of national safeguarding quality.

Source review: the directory was compiled and checked on 24 September 2026, with a further official-source review on 30 September 2026. Published contact information is not a test of service response. Hours are local and may vary. The current review confirmed the principal support numbers and published schedules; access limits and conflicting information are recorded below. Official web evidence does not constitute local partner approval. Clubs must complete their own referral, eligibility and accessibility arrangements in Annex A7.1.

7.2 Choose the route by the help needed

Several routes may be needed for the same situation. A support service, a platform report and a club safeguarding response perform different functions.

Need	Appropriate type of route	Distinction to preserve
Immediate danger or urgent medical help	Emergency services	Do not wait for a helpline, club meeting or platform decision.
Someone to listen, advice or practical support	Child helpline or victim-support service	Some services also arrange referrals; support is not the same as disciplinary adjudication.
Suspected abuse, neglect or a crime	Relevant child protection service or police	Use the locally applicable referral procedure; a child need not first obtain a club finding.
Harm within sport	Club safeguarding lead, independent alternative and relevant sport body	Identify who receives concerns, who investigates and who can decide disciplinary action. These may be different bodies.
Harmful or potentially illegal online content	Platform reporting tools and a specialist hotline within its published remit	Hotline categories vary. A narrow content remit does not show that no other national route exists.
A provider's possible failure to meet Digital Services Act duties	Digital Services Coordinator, where applicable	This concerns compliance by online services; it is not a club appeal or an emergency service.

Emergency contacts. In the five EU Member States covered here, **112** reaches emergency services free of charge. Türkiye also uses **112** for emergency calls. In Norway, **112** is the police emergency number and **113** is the medical emergency number. These contacts are for emergencies, not routine advice. [European Commission: 112](#); [Türkiye Ministry of the Interior](#); [Norwegian Police](#); [Helsenorge](#).

Digital Services Coordinators. The European Commission explains that people in an EU Member State can complain to their national coordinator about a suspected infringement of the DSA. Its directory identifies the bodies below. Check the current national submission instructions and scope; listing a coordinator does not



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establish how a particular complaint will be handled or guarantee content removal. [European Commission: coordinator remit and directory](#).

EU country covered here	Coordinator listed by the Commission
Croatia	HAKOM, Croatian Regulatory Authority for Network Industries
Slovenia	AKOS, Agency for Communication Networks and Services
Portugal	ANACOM, National Communications Authority
Malta	Malta Communications Authority
Netherlands	ACM, Authority for Consumers and Markets

The child-support and sport routes below remain relevant even when no platform compliance issue is involved. Clubs should complete Annex A7.1 with their actual child protection, police, federation and independent review contacts.

7.3 Norway

Support for the young person. Kors på halsen, operated by the Norwegian Red Cross, offers free and anonymous conversation for people under 18 through **800 33 321**, chat and online messages. The published standard hours are daily, 14:00 to 22:00, with different holiday hours and some longer chat sessions. Check the operator's current schedule. [Norwegian Red Cross: Kors på halsen](#).

Help with online information. Slettmeget.no provides free guidance on seeking removal of personal information, false profiles and other online material. Its role is advice and assistance with the available routes; this should not be described as a power to compel a platform to remove content. [Slettmeget.no](#).

Reporting within sport. Norges idrettsforbund's reporting guidance expressly includes bullying by other athletes and harassment by coaches. Reports go to the relevant club, sports council, federation or regional sports organisation; MittVarsel provides a route to participating organisations. Where the club contact is implicated, use the advice and alternative organisational routes described by NIF rather than directing the concern back to that person. Check who will receive the report and confirm receipt. [NIF: reporting a concern](#); [NIF: submission and follow-up](#).

7.4 Türkiye

Support and child protection concerns. ALO 183 operates around the clock through the Ministry of Family and Social Services. It provides advice on services for children and other groups and receives concerns about neglect, abuse and violence. The Ministry describes referral to provincial emergency intervention teams and, where needed, law enforcement; its child-neglect guidance describes social assessment and appropriate support measures. The response depends on the individual concern. [Ministry: ALO 183 service](#); [operating arrangements](#); [child-neglect referrals](#).

Reporting online content. BTK's İhbar Web accepts reports within specified unlawful-content categories. Use its current categories rather than treating it as a general bullying case service. The service's remit does not replace support for the child, the club's response or an appropriate police/child protection referral. The government e-service also identifies BTK's internet reporting route. [İhbar Web](#); [official e-government entry](#).

Club and federation route. The local partner and participating club should identify the applicable federation procedure and an alternative when a coach or club official is implicated. This review has not verified a single



sport reporting route applicable to every Turkish club; it does not establish that such external remedies are absent.

7.5 Croatia

Support for children. Hrabri telefon's child line is **116 111**, free on working days from 09:00 to 20:00. Its published activities include counselling, information and notifying competent institutions about suspected abuse or neglect. [Hrabri telefon: child service](#).

Help with online harm. Centar za sigurniji internet provides counselling for children and parents affected by online violence and other internet problems. Its free, anonymous telephone line is **0800 606 606**, working days from 08:00 to 16:00; the page also identifies in-person counselling locations. [CSI: counselling and contact](#).

Content reporting. CSI's Croatian hotline categories include child sexual abuse material, grooming, hate/discrimination and an additional category mentioning cyberbullying. The same page contains narrower English wording about child sexual abuse imagery. Ask CSI to confirm the appropriate route for a particular report; the counselling line above is a clear starting point for an online bullying concern. Do not infer an enforcement outcome from the presence of a form category. [CSI: reporting page](#).

The local club must separately record its federation, child protection and independent escalation contacts in Annex A7.1. HAKOM's DSA role concerns digital-service compliance, as distinguished in Section 7.2.

7.6 Slovenia

Support for children and young people. TOM telefon provides emotional support, information and referral where needed through **116 111**, free every day from 12:00 to 20:00. Chat follows its own schedule. [TOM telefon: support and availability](#).

Online safety and content reporting. Safe.si provides prevention and online safety information for children, young people, parents and educators. Spletno oko identifies itself as the reporting point for online child sexual abuse material; use the published form for that purpose, not as a replacement for support in an interpersonal bullying concern. [Safe.si; Spletno oko: reporting](#).

Athletes' rights. The Athletes' Rights Ombudsman, Varuh športnikovih pravic, is an independent route for complaints and advice concerning athletes' and sport professionals' rights. The government page includes complaints from athletes or their legal representatives and assistance in contacting relevant institutions. Advice and procedures are described as free. Use the current contact details on that page; this is not a promise that every matter will result in a disciplinary finding. [Government of Slovenia: Athletes' Rights Ombudsman](#).

AKOS is the DSA coordinator identified in Section 7.2; it has a different function from the ombudsman and TOM.

7.7 Portugal

Support and online reporting. APAV's Linha Internet Segura offers help with online problems, including bullying, and specialist victim support. The free number is **800 21 90 90**, working days from 08:00 to 23:00. APAV distinguishes its helpline from its hotline for specified illegal content, including child sexual abuse material and material promoting violence, racism/xenophobia or terrorism. Follow the current help or reporting links on APAV's page. A request for support is not conditional on selecting an illegal-content category. [APAV: Linha Internet Segura](#).

Concerns within sport. IPDJ's official reporting portal accepts reports of experienced or witnessed situations, including violence against athletes, and offers anonymous reporting with a reference for follow-up. Its form includes abuse and moral and sexual harassment categories. These features establish a reporting route beyond



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the club; they do not by themselves establish jurisdiction, investigation outcome or disciplinary sanction in an individual case. [IPDJ: reporting portal](#).

For local use, the partner should confirm the relevant federation and child protection routes alongside IPDJ. ANACOM is the DSA coordinator identified in Section 7.2.

7.8 Malta

Support and onward help. FSWS identifies Supportline **179** as a service operating around the clock for concerns including child abuse, domestic violence and mental health. BeSmartOnline also directs people seeking help about online concerns to 179. It should not replace **112** where emergency services are needed. [FSWS: Supportline contact](#); [BeSmartOnline: get help](#).

Content reporting and prevention. Child Web Alert provides anonymous reporting for child sexual abuse content, including non-photographic images. BeSmartOnline provides online safety resources and training information. These are distinct functions. [Child Web Alert](#); [BeSmartOnline](#).

Sport guidance. The Authority for Integrity in Maltese Sport published *Best Practices in Maltese Sport* in June 2026, covering practical safeguarding settings including digital communication, travel and changing facilities. It is a relevant local resource. Publication of the handbook does not establish that AiMS adjudicates every bullying complaint; the partner should confirm the receiving and escalation arrangements for participating clubs. [AiMS: safeguarding handbook announcement](#).

The Malta Communications Authority is the DSA coordinator identified in Section 7.2.

7.9 Netherlands

Support for children. De Kindertelefoon provides free, anonymous telephone support through **0800 0432** and chat for children aged 8 to under 18. Published general phone/chat hours are daily, 11:00 to 21:00. Other chat formats have separate schedules. [De Kindertelefoon: how support works](#).

Help with online abuse. Offlimits' helpline explicitly covers cyberbullying, unwanted image sharing, sextortion, doxing and other online harms. Use its official chat/contact page. The contact page checked on 30 September 2026 gives 0800 0033. Its main text and footer show conflicting opening schedules, so hours are not reproduced here; check the current service availability before use. Offlimits' separate reporting point concerns child sexual abuse imagery. [Offlimits: help topics](#); [current contact page](#); [Offlimits: service roles](#).

Concerns within sport. Centrum Veilige Sport Nederland offers advice and support with reporting through **0900 2025590**, contact forms and chat arrangements. Its stated scope includes bullying and exclusion, alongside other integrity concerns. The site identifies the organisations for which it is a central reporting point. Anonymous reports are possible, with limitations on subsequent intervention. Confirm the appropriate route for the club concerned; receiving a report is distinct from determining a disciplinary sanction. [CVSN: remit, reporting and contact](#).

ACM is the DSA coordinator identified in Section 7.2.

7.10 Using the directory in a club

Before distributing a local contact card, the partner and club should complete Annex A7.1 and record who checked each entry and when. Include a named club lead and deputy, an alternative outside the influence of the person complained about, relevant child protection and police contacts, and the applicable federation or external sport route. Confirm service eligibility, language/accessibility, availability and the procedure for following up an unanswered report.



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Use Section 6.8 and Annex A6 for the first response. Support, protection and safe participation should continue while any platform, specialist service or competent authority considers the matter. Do not require a child to prove that a crime occurred before seeking help. Equally, do not promise that a helpline, hotline or coordinator can remove content, impose a sporting sanction or resolve a case on demand.

The directory distinguishes support, sport reporting, regulatory complaints and statutory referrals. Clubs should make these responsibilities and handovers understandable and identify an independent alternative when the usual contact is implicated. Inclusion here does not establish that a service can investigate, remove content or impose a sanction in every case.

Directory review note — 30 September 2026: principal service and government pages were consulted for the routes above. The Slovenian ombudsman and European Commission directory were corroborated through official indexed material where direct retrieval failed; the BTK route was corroborated through the official e-government entry. The Offlimits page gives a telephone number but conflicting hours. These access limits are retained; no test calls or partner confirmations were made.



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Section 8. How this deliverable feeds WP3, WP4 and WP5

8.1 Purpose of this section

Work Package 2 provides evidence for the project's campaigns, training and policy work. This section identifies the practical inputs and the decisions needed to use them. It is a content handover, not a record that the receiving work packages have completed or accepted their outputs.

The integrated guidance combines the digital strand with field synthesis and implementation tools. The allocation below maps content to its users and practical purposes.

8.2 Allocation of guidance to subsequent work

Audience or receiving work	Deliverable input	Practical use or subsequent output
Young athletes	Annex A1; relevant practice examples in Section 6.8	Accessible digital guidance, safe participation and routes to help
Coaches	Section 6.8; Annex A6; relevant parts of Annex A1	Immediate safety, listening, factual recording and an acknowledged safeguarding handover
Clubs	Annex A2; Annex A7	Locally adopted policy, verified contacts, prevention routines and a restricted response record
Parents and guardians	Annex A3	Supportive conversations, safe handling of relevant information and appropriate referral
Platform operators and relevant authorities	Section 6.7; bounded findings in Annex A4	Requests concerning accessible controls, explanations of reporting routes and transparent documentation
WP3: awareness campaign	Sections 4, 5 and 6; field themes in Section 4.8	Messages recognising different forms of harm, peer roles, adult responsibilities and safe ways to seek help
WP4: coach and club training	Section 4.8; Section 6.8; Annexes A2, A6 and A7; full field report [HU]	Adapted training content, practice activities, local implementation and evaluation planning
WP5: policy work	Field limitations, club implementation needs, platform observations and Section 7	Recommendations for sport organisations and competent bodies, with defined responsibilities and evidence limits
Consortium quality and localisation	Section 3 and the source records	Dated source checks, partner-language review, accessible formats and documented local verification

The instruments are intended to be used together. For example, distributing a coach card without completing the contact sheet does not provide a working referral route. Adopting a policy without explaining its application to athletes does not demonstrate that reporting is accessible.

8.3 To WP3, the awareness campaign

Make different forms of harm recognisable. Use examples of humiliating language, exclusion, coercive initiation, discrimination, unwanted contact and connected online harm. The field report suggests that harm may be renamed as a joke, discipline or tradition. Campaign material should make the relevant conduct visible without asking participants to disclose their own experiences publicly. [HU, §§9.2 to 9.7]

Address unequal experiences without generalising elite-sport data. The published research includes gendered and discriminatory online abuse in elite settings. The field themes also address expectations around toughness, bodies and identity. These findings support attention to different experiences; they do not establish that the proportions observed at a championship apply to every grassroots club. Test messages with the intended audience. [LIT-012, LIT-013; HU, §9.4]

Connect wellbeing, belonging and participation. Published athlete studies discuss confidence, sleep, mood, training and recovery. These can make material relevant to sport, alongside a clear statement of the right to safety and respect. The research does not establish that a performance-only message is more effective than a safety message. Changes in mood or attendance should invite a supportive conversation, not an assumption that bullying has occurred. [LIT-008, LIT-009; HU, §§10.4, 11.1]

Include peers and adults who can help. Material should address bystanders, captains, coaches, parents and those whose conduct may be causing harm. Offer practical support actions and a route to a responsible adult. Do not make the young person affected responsible for confronting the other person or solving the problem alone. [HU, §§9.5, 11.2]

Show how harm can move between settings. A changing-room incident, a training decision and a team-group message may be connected. Exclusion from communication is an important example, but it is not established as the most frequent behaviour. Campaign material should connect the venue, travel and digital team life rather than imply that one setting accounts for all harm. [HU, §§9.1, 9.6]

8.4 To WP4, coach and club training

Use the field findings and practical tools together. Section 4.8 identifies the research basis; Section 6.8 sets out prevention and response; Annex A6 supports the coach's first response; and Annex A7 supports club implementation. The full Hacettepe report remains a source for interpretation and adaptation.

Practise responding to an observed incident and to a disclosure. Assess listening, an immediate safety check, explanation of the next step, factual recording, appropriate referral and protection against retaliation. Coaches should not investigate serious safeguarding concerns themselves. Practise a handover that identifies who has accepted responsibility and what to do if the usual contact is implicated, unavailable or does not respond.

Adapt prevention to the setting. Use examples involving training, changing rooms, travel, initiation practices, selection, costs and team communication. Address adult behaviour as well as peer behaviour. The proposed scenarios and tools require local review and piloting; they are not participant testimony or a validated intervention package.

Teach the limits of product controls. A platform setting can support a response but does not replace a safeguarding procedure. Distinguish observed controls from marketing claims and check the applicable account, age and region. Do not teach that a product automatically detects all harm, or that a missing dedicated reporting category leaves the athlete with no possible support.

Agree the curriculum mapping. The seven suggested modules in the Hacettepe report are research-informed inputs for the agreed WP4 programme. Map them to the project's five training modules and any supporting



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materials without treating module labels as a change to contractual commitments. Confirm responsibilities, audiences and local delivery arrangements. [HU, §12; WP4 scope documentation]

Evaluate both practice and experience. Use scenario-based assessment and follow-up alongside indicators of psychological safety, reporting confidence, retaliation and continued participation. A rise in reports may reflect greater trust; a fall may reflect improvement, silence or withdrawal. Report numbers alone cannot establish success. The proposed questions and tools are not validated measurement scales. [HU, §§10.4, 12.5]

Production of the tools does not establish that training, club implementation or impact evaluation has taken place. Local contacts, referral procedures and safeguarding responsibilities should be confirmed before a pilot begins.

8.5 To WP5, the policy brief

Improve the information that sport organisations can use. Consider whether safeguarding records distinguish physical and digital settings, linked incidents, response steps and follow-up. Collect only what is necessary for the stated purpose, restrict access and use appropriately aggregated information for organisational learning. A new field in a record is a proposed improvement, not a guarantee of complete reporting. [LIT-016; HU, §12.5]

State what the project evidence adds and what remains unknown. The project now has survey findings and perspectives from multiple stakeholder groups. The policy brief should retain their sample limits and ask for stronger comparable evidence, age-specific reporting and evaluation of the proposed responses. It should not describe the fieldwork as absent or the national samples as representative. [HU, §§11.3, 11.4]

Make reporting responsibilities and alternatives explicit. Promote club contacts, accountable handovers, safeguards against retaliation and a route outside the influence of a person complained about. National services perform different functions; the brief should describe verified roles and gaps rather than claim that no institution can act. The Norwegian and Dutch sport-specific routes described in Section 7 provide examples for examination, not proof of effectiveness or a model to transfer without adaptation.

Give platform recommendations appropriate recipients. Federation and policy work should identify the competent sport, support, regulatory or platform body for each request. The EU framework includes Digital Services Coordinators in Member States. A regulatory complaint route, a child support service and an emergency referral have different purposes and must not be presented as interchangeable.

Connect with the European Action Plan against Cyberbullying. The Commission's February 2026 plan includes reporting and support measures and support for an online safety application. Sport organisations can contribute the needs identified here: access to team information, connected incidents, safe evidence handling and a human response. The announced application is a policy commitment; it is not evidence that a working service is already available in every partner country.

Policy context: [European Commission, Commission launches Action Plan Against Cyberbullying to protect young people online](#), 10 February 2026; official-source entry rechecked on 30 September 2026. National-route claims should be read with the dated sources and limitations in Section 7.



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Annex A1. Safe digital behaviour: the settings guide

A1.1 How to use this guide

Use this guide with a trusted adult if helpful. Review who can contact you, who can add you to groups, what you share and which comment or message controls are available. You are not responsible for another person's harmful behaviour, and changing settings does not remove the club's responsibility to help.

The illustrations reproduce the redacted figures in the original D2.3. They show audit accounts recorded on 14 August 2026. Except for a TikTok account registered with an under-16 date of birth, the observations used adult accounts. They do not establish the default settings for all children. Menu names, account permissions and features may change; use the platform's current help if your screen differs. Some documentary sources were checked later in August, and selected claims were reviewed on 24 September; the live walkthroughs were not repeated for this edition.

Screenshot codes match the historical evidence pack. Report-step counts and category labels describe the recorded walkthrough, not every current route. A confirmation screen does not prove that a moderation decision was made or communicated. The audit did not establish real report outcomes; see Annex A4.

A1.2 Instagram

Review account visibility. In the recorded screen, Account privacy included Private account. Choose the most appropriate available privacy setting and review existing followers; making an account private does not undo material already shared. (SS-IG-01)

Review message requests and group invitations. The observed adult account offered request options including Everyone, Your followers and No one, and group-invitation options including Everyone and People you follow or have messaged before. The account showed Everyone for both. Select the appropriate available restriction and review who you already follow or have contacted. This is an observed account configuration, not a statement about all teen accounts. (SS-IG-02)



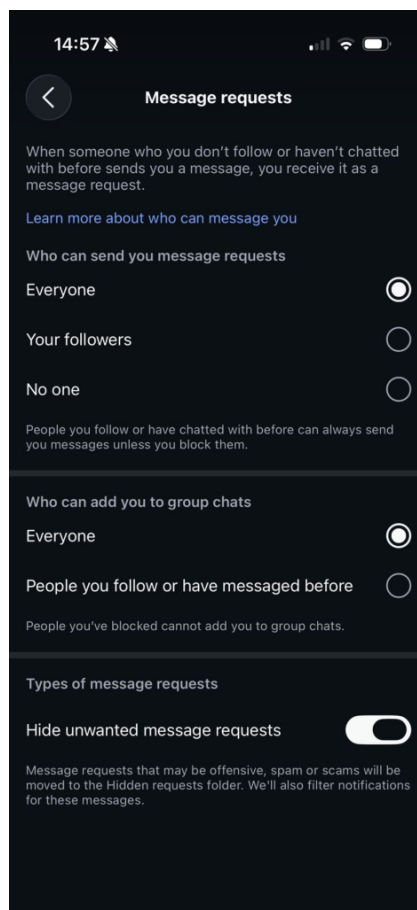


Figure 1. Historical Instagram message-request and group-invitation controls. The observed adult account displayed Everyone; this is not a verified child-account default.

Review unwanted-request and word controls. The audit screen included Hide unwanted message requests and a custom Hidden words list. Custom entries can help address repeated terms; automatic detection may operate separately. Discuss suitable words without asking a child to reproduce humiliating material unnecessarily. (SS-IG-02, SS-IG-04)

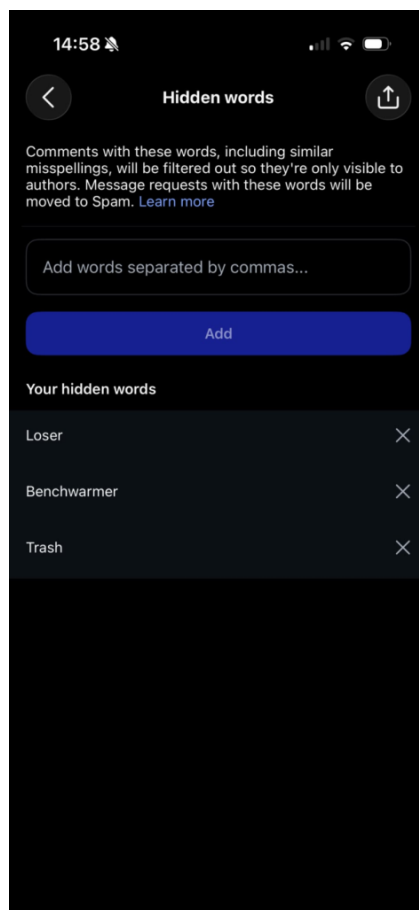


Figure 2. Historical Instagram custom Hidden words list, shown as a user-configured control rather than proof that all automatic filtering is inactive.

Know where to seek help. Block, Restrict and reporting controls appeared in the recorded walkthrough. Use relevant reporting and the club's safeguarding contact when needed; do not assume that an acknowledgement is the final outcome. (SS-IG-05 to SS-IG-10)

Current documentary guidance: Meta describes stricter teen messaging and group-invitation restrictions. The adult-account screenshot above should not be used to infer a teen account's defaults. Source checked 30 September 2026: Meta teen message settings

A1.3 TikTok

Review privacy and commenting permissions. The account registered with an under-16 date of birth displayed a notice about private-account protection and restricted commenting. The recorded comments setting was Friends. This age-specific notice is different from the adult-account observations elsewhere in this guide. Check the controls offered to your own account. (SS-TK-01, SS-TK-02)

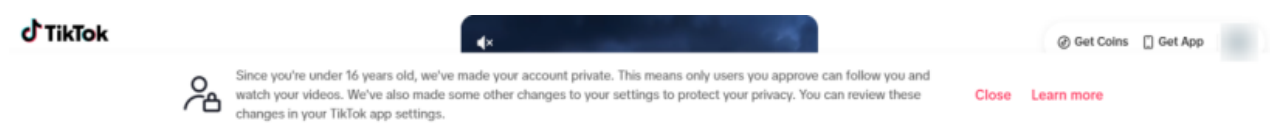


Figure 3. Historical TikTok notice for an account registered with a date of birth below 16. The account avatar was obscured in the original figure.

Review word controls, blocking and reporting. A custom keyword feature and blocking were recorded. The report sequence and confirmation screens document interface stages; this audit did not test whether a real case received a moderation decision. A custom word list is not the whole of the platform's moderation system. (SS-TK-03 to SS-TK-09)

Current help source: TikTok’s age-specific privacy guidance should be consulted for the account in use. The official indexed guidance was available on 30 September 2026, but the full page redirected and could not be retrieved; no fresh account test or broader default claim is made. TikTok teen privacy and safety

A1.4 YouTube

For a channel you administer, review comment moderation. The recorded YouTube Studio screen showed a moderation level of Basic, a custom Blocked words field and a control for holding comments with hashtags and URLs. Adjust available settings to the channel's needs and review held comments through an accountable moderation process. A custom list being empty does not show that every automated control is inactive. (SS-YT-01)

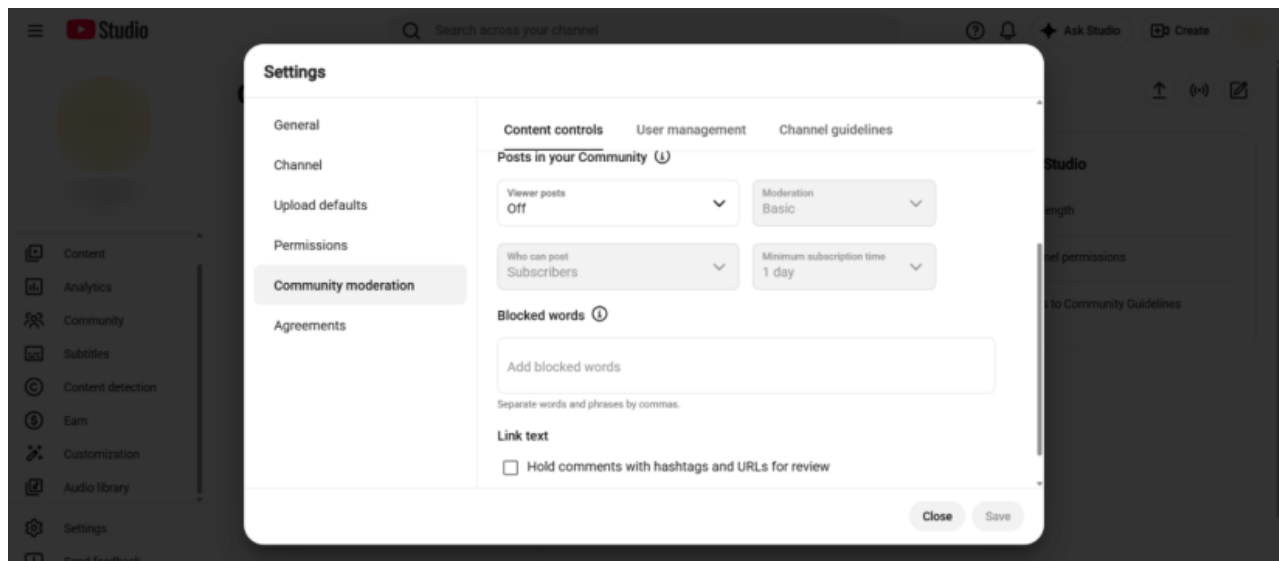


Figure 4. Historical YouTube Studio community moderation controls, with the channel name and avatar obscured in the original figure.

Use the reporting route for the relevant content. The August walkthrough recorded a report interface. Its historical feedback label did not measure a real enforcement outcome. If a concern affects a child in the club, seek safeguarding support alongside any content report. (SS-YT-02 to SS-YT-04)

Current documentary guidance: YouTube Studio now groups comment, blocked-word and link controls under Content controls; the route varies by device. Use the current help instructions alongside the dated illustration. Source checked 30 September 2026: YouTube moderation settings

A1.5 Snapchat

Review location sharing separately from messages. The observed account displayed Not Sharing Location. The screen offered audience controls for any sharing. Avoid exposing training routines or home locations unnecessarily, and discuss an appropriate setting with a trusted adult. Location privacy alone does not stop abusive messages. (SS-SC-01)



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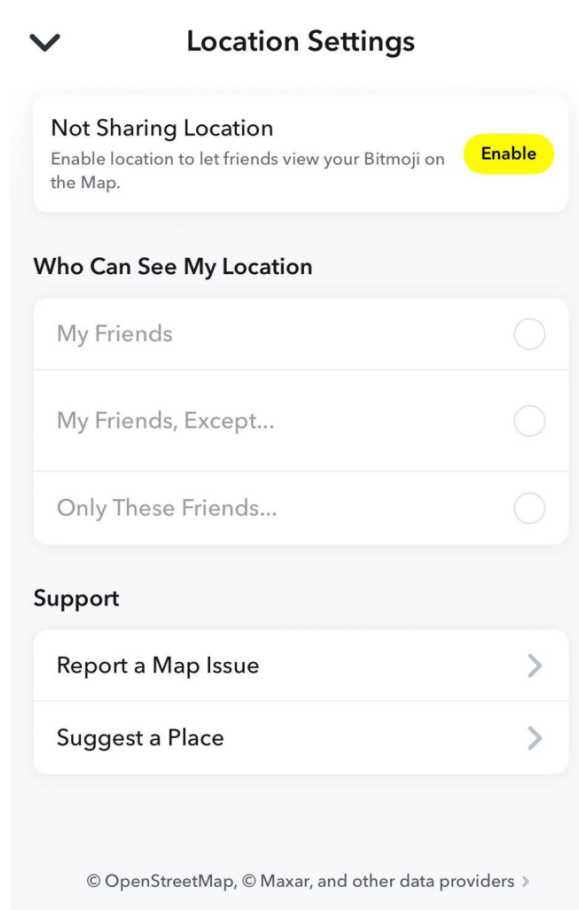


Figure 5. Historical Snapchat location controls. The observed account was not sharing location.

Review contacts and learn block/report controls. The original audit did not identify a custom keyword filter in the inspected screens. Blocking and reporting were recorded; that limited observation does not establish that no other safety feature exists. Use the current help for your account if controls differ. (SS-SC-02 to SS-SC-07)

Current documentary guidance: Snapchat describes Contact Me and privacy/data controls for visibility and location. Review the relevant options in the account being used. Source checked 30 September 2026: Snapchat privacy settings

A1.6 X

Review the audience and replies for each post. The compose screen showed reply options including Everyone, Accounts you follow, Only accounts you mention and Verified accounts. Everyone was selected in the inspected account. Restricting replies may reduce unwanted interaction on that post; it does not prevent all harassment, quote-posting or redistribution. (SS-X-01)

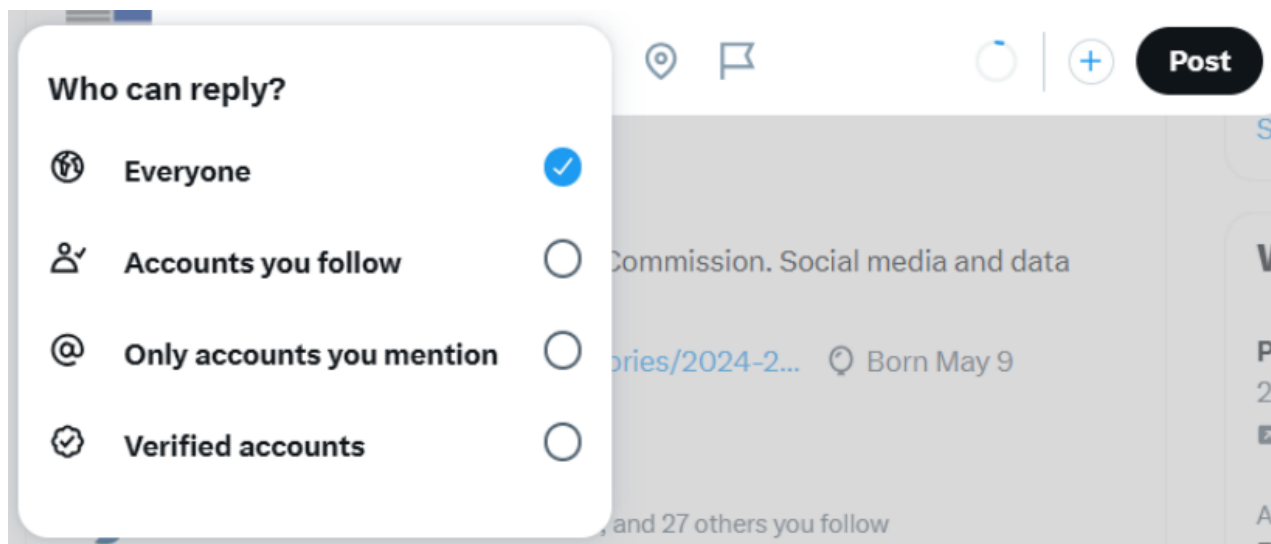


Figure 6. Historical X reply-audience controls. The observed setting was Everyone.

Review mute and block controls and use reporting when relevant. These controls were recorded in the audit. Its Yes label for report feedback was not a finding that an actual moderation result was received. Ask for help if harm continues; responsibility does not rest on the athlete's settings alone. (SS-X-02 to SS-X-05)

Current documentary guidance: X permits reply-audience choices before and after publication. Reply restrictions do not prevent other forms of interaction, including quote posts. Source checked 30 September 2026: X conversation controls

A1.7 WhatsApp

Review who may add you to groups. The recorded Groups privacy screen offered Everyone, My contacts and My contacts except; Everyone was selected. Choose an appropriate available option and check how invitations work for the current account. Do not treat this adult-account observation as every child's default. (SS-WA-03)

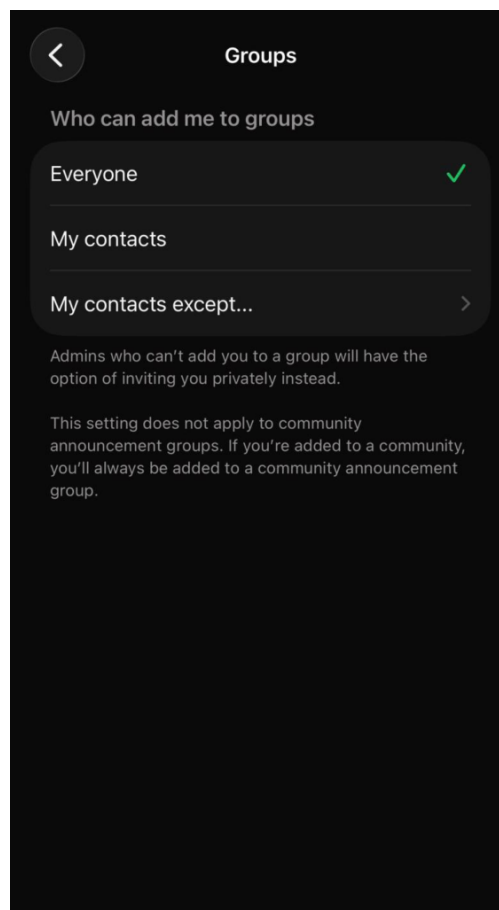


Figure 7. Historical WhatsApp group-addition setting on the inspected account.

Protect contact details and use help when needed. Think before sharing a phone number in wider tournament or team networks. Block and report controls were recorded; a bullying-specific category was not identified in the inspected flow. That does not rule out general reporting or support. The audit did not measure whether a submitted report received a result. (SS-WA-01, SS-WA-02)

Official help route checked 30 September 2026: WhatsApp's reporting and blocking article was identifiable through the official search entry, although the opened page did not expose its full text. Follow the instructions available for the current app; no new walkthrough is claimed. WhatsApp reporting and blocking

A1.8 Telegram

Review contact, group-addition and visibility permissions. The inspected Privacy and Security screen showed Everybody for Who can send me messages and My Contacts for Who can add me; phone-number and last-seen visibility were restricted. Review each available control in your own account. Features can depend on account type and later updates. (SS-TG-03)

Describe the concern accurately when reporting. The recorded category list included personal data, violence, child abuse, scam or fraud, other and additional options, without a category explicitly labelled bullying. A concern may fit an available category or general support route; do not deliberately misclassify it. The absence of one label is not proof that a report cannot be made. (SS-TG-02)

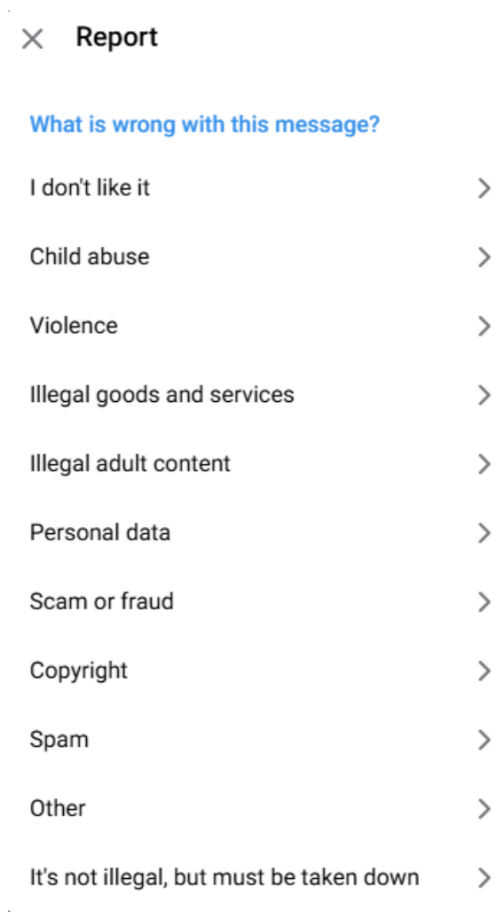


Figure 8. Historical Telegram reporting categories, retained as an interface observation.

Blocking was recorded. The audit did not establish the result of a real report or test every alternative support route. (SS-TG-01)

Current documentary guidance: Telegram describes message reporting through its Report command, with a reason and additional information where needed. Use a category that accurately describes the concern. Source checked 30 September 2026: Telegram Safety Overview

A1.9 Team apps: SportEasy

Ask the club how concerns are handled. In the inspected SportEasy member menu, Edit profile was the only recorded member action; block, mute and report were not found there. This finding is limited to that interface and role. It does not establish that no support or complaint route exists anywhere in the service. (SS-SE-03)

Limit the information the roster needs. The inspected member area contained fields for contact and personal information. The presence of a field is not a reason to fill it. The club should decide what is necessary, who may access it and how information is corrected or removed. Do not publish a completed children's roster. (SS-SE-01, SS-SE-03)

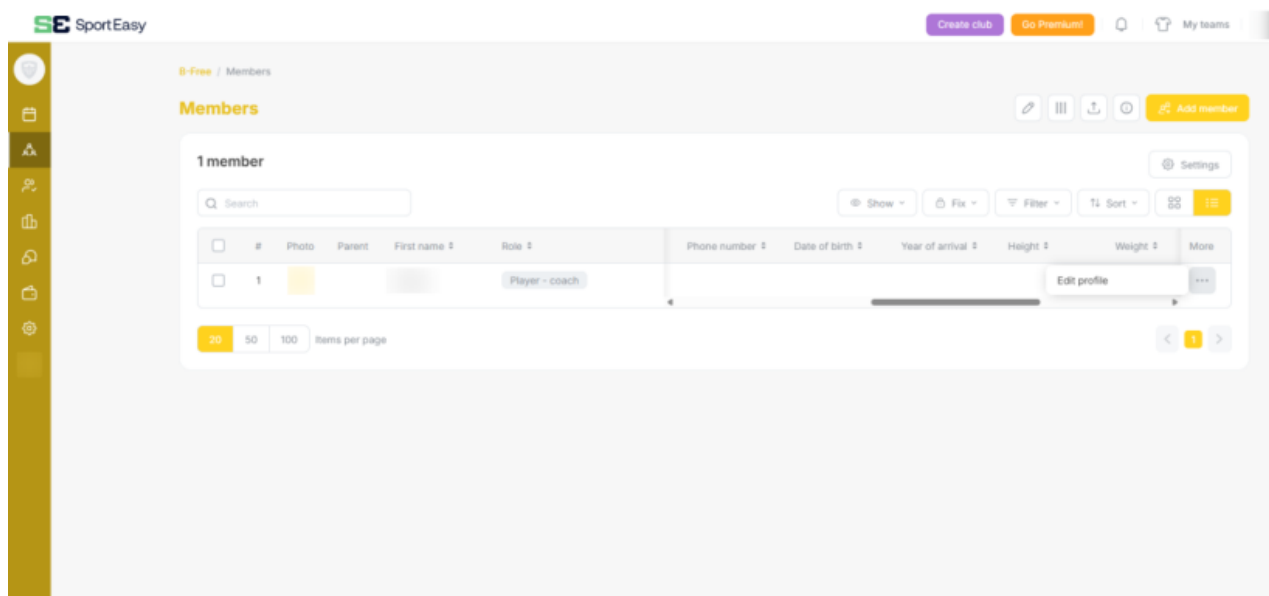


Figure 9. Historical SportEasy member-action interface. Identifying details were obscured in the original figure.

The club should explain its rules, safeguarding contact and alternative communication route regardless of the app. Annex A2 provides an adaptable policy; Annex A7.1 records the confirmed contacts. Spond and other team products require their own role-specific review; the inspected SportEasy menu is not evidence about the whole category.

Current support route: SportEasy's official contact page provides a general contact form and contact@sporteasy.net. This establishes a route to the provider; it does not establish a dedicated bullying workflow or a tested response outcome. Source checked 30 September 2026: SportEasy contact and help

A1.10 What settings cannot resolve alone

Settings alone cannot resolve exclusion from essential team information or harmful treatment at training. Tell the club's designated safeguarding contact or independent alternative and ask how you will remain informed and supported. You can ask for help even when there is no message to screenshot or no platform category that exactly matches the experience.

Use platform reporting when relevant, alongside appropriate support. Do not wait for a platform decision if someone may be unsafe. Annex A6 describes the coach's first response; Section 7 and the locally completed Annex A7.1 identify routes beyond the usual coach.

A1.11 Currency and evidence

Evidence dates: the reproduced screenshots record the 14 August 2026 audit. Documentary updates were recorded on 24 and 30 September; source-specific access limits are stated above. No new live account tests were carried out. Before a training session, confirm the route on the relevant account, role, device and region. The illustrations are examples of recorded interfaces, not guarantees that the same menu remains available.

Annex A2. Club policy template

Sport Singularity B.V., D2.3 lead beneficiary

How to use this template

This is a template for local adoption. Complete the bracketed fields, adapt the procedures to the club's sport and country, and obtain approval from the body responsible for club rules. Complete Annex A7.1 before distributing the policy. A blank contact or referral field is not a working route to help.

The template covers physical club activity and digital team life. It complements the club's safeguarding policy and locally applicable procedures. It does not replace a federation's required process or the responsibilities of competent child protection or statutory bodies.

The adaptation notes explain the basis of each group of clauses. They are for the person preparing the policy and should be removed from the adopted version. The clauses below express the club's proposed rules; they are not statements that every country has the same legal requirements.

1. Scope

1.1 This policy applies to conduct connected with [CLUB NAME]'s training, competition, changing areas, travel, camps, social activities and team communication, including relevant digital groups and accounts.

1.2 The policy applies to athletes, coaches, staff, volunteers and other adults involved in club activity. Concerns are addressed through the response procedure whether behaviour occurs in person, online or across both settings.

Adaptation note: The field findings connect harm across physical and digital settings and describe the influence of adults as well as peers. See Section 4.8 and [HU], Sections 9, 11.2 and 12.

2. Definitions

2.1 Bullying involves harmful behaviour in a relationship of unequal power, repeated or likely to be repeated. This policy also addresses single harmful incidents and other safeguarding concerns. Support does not depend on proving repetition. Conduct covered includes:

- Physical intimidation or deliberate harm outside the rules of play.
- Demeaning nicknames, humiliation, discriminatory treatment or personal attacks after mistakes.
- Deliberate social exclusion and degrading or coerced initiation practices.
- Unwanted sexual behaviour, contact or comments.
- Repeated offensive, threatening or demeaning messages.
- Spreading false or private information about a member.
- Excluding a member from essential team communication without a reason permitted under clause 3.
- Impersonating a member or publishing personal information such as their address, school or routine location without permission.
- Sharing images without the required permission, including altered images used to humiliate someone.



- Organising or joining coordinated hostile communication directed at a member.

2.2 Conduct falls within this policy whether or not a platform treats it as a violation of its own rules. A disagreement or sporting selection decision is not automatically bullying. Concerns are considered through their context, any pattern, the power relationship, the person's account and other relevant information.

Adaptation note: Distinguish recognising harmful conduct from determining a formal finding. Do not require another incident before responding to a serious concern. See Section 6.8.2; [HU], Sections 9.2 to 9.7; [G3].

3. Team groups and membership

3.1 Every official team group has a named adult administrator approved by the club and recorded at [WHERE RECORDED]. Essential information about training, fixtures, selection and travel is available through [OFFICIAL INFORMATION ROUTE].

3.2 Current squad members have access to essential team information. Removal from an official communication group is permitted only where:

- The member has left the squad or club.
- The member, or their guardian where appropriate, has asked to be removed and an alternative information route is agreed.
- Removal is a documented, proportionate safety measure or an outcome under the club's approved disciplinary procedure, with reasons, review arrangements and continued access to necessary information recorded.

3.3 The responsible person explains the removal and the alternative information route to the member. For a member under 18, guardian involvement follows the safeguarding procedure, taking account of the young person's age, circumstances and any risk from disclosure.

3.4 A member or guardian may ask [REVIEW ROLE, NOT IMPLICATED IN THE CONCERN] to review a removal. The review follows [PROCEDURE] within [LOCAL TIMESCALE], with a written explanation of the outcome appropriate to the recipient.

3.5 Members must not use a parallel group to deliberately exclude or target someone or withhold essential team information. Raising a concern must not lead to retaliatory loss of communication or participation.

Adaptation note: Social and digital exclusion are important fieldwork findings, not evidence that digital exclusion is the most frequent behaviour. Governance of club communication does not depend on a platform offering a dedicated exclusion category. See Sections 4.8, 5 and 6.8.6.

4. Contact between coaches and athletes

4.1 Routine club communication with athletes under 18 uses [APPROVED CLUB CHANNELS] and the club's agreed arrangements for adult oversight. Coaches do not require young athletes to use a private social account to receive essential club information.

4.2 Where individual contact is necessary, use the approved safeguarding arrangements for accountability and recording. Confidential welfare or safeguarding concerns are not discussed in team groups. Involve an appropriate second adult or guardian where the procedure requires and it is safe to do so. If guardian involvement could increase risk, obtain safeguarding advice before making contact.

4.3 The club provides a way to receive information and seek help without requiring a member under 18 to share a personal phone number with an individual coach. Athletes are told how to contact the safeguarding lead and the independent alternative.



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Adaptation note: Routine communications and confidential disclosure need different arrangements. A group-only communication rule must not force a child to disclose publicly or to an adult implicated in the concern. See Section 6.8.4; Annex A6; [G1, G2].

5. Choosing the applications the club requires

5.1 Before requiring use of an application, [NAMED ROLE] checks its current terms for the relevant user role and age, including any applicable guardian-managed participation arrangements. Record the source, date, proposed use and account type at [WHERE RECORDED].

5.2 Where a member is not eligible, cannot access the product or needs another route, the club provides an appropriate alternative. No member is disadvantaged for receiving essential team information through that route.

5.3 Marketing a product for sport is not treated as proof that it meets the club's safeguarding needs. The club checks privacy, communication, administration, reporting and evidence-handling arrangements relevant to its intended use.

Adaptation note: Distinguish a child's participation, an account holder's eligibility and an administrator's age requirement. The recorded audit conditions do not establish that every product has the same age rule or protective defaults. See Sections 3.2 to 3.5 and Annex A4.

6. Official club channels

6.1 Every public or semi-public club channel has a named moderator, a deputy and a route for concerns, recorded at [WHERE RECORDED].

6.2 The moderator responds to a reported concern within [LOCAL RESPONSE TARGET], explains what happens next and refers safeguarding issues through clause 8. Urgent protection is not delayed by the response target.

6.3 As a club publication rule, a member under 18 is not identified by full name and image together in an open channel. Publications must also follow clause 7 and the club's privacy and safeguarding arrangements; omitting a full name does not by itself make a child unidentifiable.

6.4 Comments on posts featuring members under 18 are limited or disabled where appropriate and available. The named role checks the actual account settings and moderation arrangements before publication.

Adaptation note: Controls differ by platform and account. Human moderation and a clear route for concerns remain necessary even where automated tools are offered. See Annex A1 and Section 6.8.

7. Filming, footage and images

7.1 Filming and photography for club purposes follow [CLUB IMAGE AND PERMISSION PROCEDURE]. Obtain the required permissions, explain the intended use and respect the young person's wishes. Record permission and withdrawal arrangements; do not assume permission for one use covers public reuse.

7.2 Match and training footage has a named responsible person, an approved storage location, authorised access and a retention arrangement recorded at [WHERE RECORDED].

7.3 As a club publication rule, clips of identifiable members under 18 are not posted to open social accounts. Filming is prohibited in changing and other private areas. Members must not record or share material to humiliate, threaten or pressure another person.

7.4 Members and guardians are told where authorised club footage is stored, who can access it and how to raise a concern. Suspected misuse is referred under clause 8; necessary evidence is handled under clause 9.



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Adaptation note: Footage can cause harm through recording, access or later sharing, whether or not the recording product has a social feature. Confirm image permissions and local requirements before adoption. See Section 6.8; [G4, G6].

8. Reporting inside the club

8.1 [NAMED PERSON, ROLE, CONTACT DETAILS] is the designated safeguarding contact. [DEPUTY, CONTACT DETAILS] covers absence. If either is implicated, unable to act independently or does not respond within the stated time, use [INDEPENDENT ALTERNATIVE AND EXTERNAL ROUTE]. Act sooner when safety requires.

8.2 An athlete, parent, teammate or other person may raise a concern verbally or in writing using [ACCESSIBLE OPTIONS]. No prior confrontation, screenshot or platform report is required. Explain who receives concerns, the limits of confidentiality and what happens next.

8.3 The receiving adult checks immediate safety needs promptly and uses Annex A6. They make a factual note, pass it securely to the responsible safeguarding person and confirm who has accepted responsibility. The club acknowledges the concern within [LOCAL TARGET] and agrees a safe method and time for updates. Immediate danger is referred without waiting for an acknowledgement or a completed form.

8.4 A platform report can proceed alongside the safeguarding response. The club does not wait for a platform decision before addressing safety. A coach does not conduct their own investigation or arrange an immediate confrontation with the person reported.

8.5 The designated safeguarding lead or independent alternative follows [LOCALLY CONFIRMED SAFEGUARDING AND EXTERNAL REFERRAL PROCEDURE]. Possible criminal conduct or serious safeguarding concerns are referred through the appropriate competent route without waiting for an internal disciplinary conclusion. The person managing the concern records the referral decision and reasons.

8.6 The case owner plans safe participation and support with the athlete, including their views on next steps. Parent or carer involvement takes account of age, consent, circumstances and safety. Obtain safeguarding advice first if contacting them could increase risk. Support the children involved separately where needed; an interim protective arrangement is not a finding of guilt.

8.7 The authorised handler follows the applicable fact-finding and decision procedure fairly, including hearing relevant accounts at the appropriate stage. Give the parties an appropriate explanation of action and their route to [REVIEW PERSON OR BODY] without disclosing others' confidential information. Do not require reconciliation or an apology as the condition of support.

8.8 Check for retaliation, including pressure concerning playing time, selection, training partners, travel or group access. Record legitimate reasons for relevant sporting decisions and review concerns about unfair treatment independently of the disputed decision where possible.

8.9 Follow up on [AGREED DATES], checking safety and participation. Record unresolved concerns, further action and the reason for closure or continued monitoring. Silence, an apology or fewer reports alone is not evidence that the concern is resolved. Use Annex A7 for the local arrangements and response record.

Adaptation note: Section 7 provides support information, not a complete local safeguarding procedure. Complete Annex A7.1 and confirm each service's remit before adoption. The response pathway is an implementation proposal supported by the sources in Section 6.8.5; it has not been evaluated as a B-FREE intervention.



9. The incident record

9.1 The authorised role records necessary facts about the concern, immediate safety needs, the athlete's wishes, actions, referrals, feedback and follow-up. Distinguish what was observed, what was reported and what remains unconfirmed. Use the restricted record in Annex A7.3 rather than a team chat or informal shared document.

9.2 Relevant existing evidence is handled only as needed through the authorised safeguarding process. Record its existence and location and follow instructions for secure preservation. Do not collect unrelated private material, circulate evidence in team or parent groups or ask athletes to obtain more harmful content. Ordinary messages and screenshots are not destroyed simply because another child appears in them. Do not ask anyone to download, copy or forward sexual images of a child; use the specialist referral guidance in Section 6.8.5.

9.3 Records and any authorised evidence are held in [APPROVED SECURE LOCATION], accessible only to [AUTHORISED ROLES]. The responsible role applies [LOCALLY CONFIRMED RETENTION AND REVIEW RULE], including any requirement to preserve material for a safeguarding referral or investigation. Record authorised sharing and disposal decisions.

Adaptation note: Limit unnecessary collection and disclosure without imposing a blanket ban on relevant evidence. Confirm storage, access, retention and referral arrangements before use. See Section 6.8.5; Annex A7.3; [G6, G8].

10. Review and adoption

10.1 This policy is reviewed every [PERIOD], after relevant learning from its use and when a material change affects a required platform or safeguarding route.

10.2 The club records the date on which named contacts, service remits and product guidance were checked. Review includes whether athletes can find help, promised updates occur, protective arrangements work and retaliation concerns receive attention. Share only appropriately aggregated learning outside the authorised case process.

10.3 Adopted by [APPROVING BODY] on [DATE]. Policy owner: [ROLE]. Next review: [DATE]. The club explains the policy to athletes and adults in accessible forms and records where the current version can be found.

Adaptation note: Adoption is the beginning of implementation. Use the practical checks in Section 6.8.8 and Annex A7; do not treat a signed policy or a falling report count as evidence of effectiveness.



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Annex A3. For parents and guardians

Bullying and related harm can happen at training, during travel, in changing areas and online. Your role is to listen, help your child find safe support and stay connected while the concern is addressed. You do not need to investigate the allegation yourself.

Three assumptions to check

“Parental controls show me everything that is happening.” They provide limited information and controls that vary by product, account and age. They do not give a complete view of your child's interactions or wellbeing. Check what the actual tool can show and keep talking with your child.

“The club's app must meet every safeguarding need.” An application chosen to organise sport may not provide all the controls a young person needs. Ask how the club chose it, how essential information is available to everyone, and who handles a concern. An application setting does not replace a club safeguarding procedure.

“There is one service that handles every kind of report.” Clubs, governing bodies, helplines, platforms and competent child protection or statutory services have different roles. Ask for the route appropriate to the concern, including an alternative outside the usual coaching line. Section 7 identifies starting points and their limits.

Look at the whole team environment

Harm can involve demeaning words, physical behaviour, humiliating rituals, unwanted contact, discriminatory treatment or deliberate exclusion. Team-group exclusion matters because it can affect belonging and access to information, but the project survey does not show digital exclusion to be the most frequently reported behaviour.

If your child becomes quiet about sport, ask calmly about training, changing rooms, travel and team communication. Listen rather than assuming what has happened. A change in mood or attendance has many possible explanations. Your child should not have to provide a screenshot or wait for another incident before asking for help. [HU, Sections 9 and 11.2; G8]

Questions worth asking

1. Do you feel included and able to take part at training and in team communication?
2. Has anything made you uncomfortable, embarrassed or worried about going back?
3. If you wanted help, who would you choose to speak to? Who else could help if that person was involved or unavailable?
4. What would help you feel safer now, and what would you like to happen next?

Give your child time and let them choose an appropriate private setting. Do not press for a full account in front of other children or parents. Make sure they can name a trusted contact and an alternative. [G1, G8]

If something happens

Listen and reassure. Stay calm, take the concern seriously and avoid blame. Thank your child for telling you. Do not promise secrecy or a particular outcome. Explain that you may need to share relevant information with people who can help keep them safe. [G1]



Check immediate safety. If there is immediate danger, seek the appropriate emergency help. Do not wait for a club meeting, platform response or completed form. Otherwise, discuss what is needed before the next training session, journey or team activity. [G2]

Keep relevant information safely. Note what happened, when and where, and what action has already been taken. Relevant ordinary messages or screenshots can help. Avoid unnecessary copying and do not circulate them in parent or team groups. Ask the designated safeguarding contact how to preserve and share necessary material securely. Do not download, copy or forward sexual images of a child; seek specialist safeguarding help. Your child should not be asked to gather more harmful material. [G6, G8]

Use a safe reporting route. Contact the club's designated safeguarding person or the verified independent alternative. Use the alternative if the usual contact is implicated, unable to act independently, unavailable or does not respond within the stated time. Act sooner if safety requires. You do not need to report on the platform first. [G2]

Avoid an immediate confrontation. Do not challenge another child publicly, arrange a forced apology or ask the children to resolve the concern between themselves. Leave fact-finding to the authorised process. Your child should not have to accept reconciliation or leave the club to receive support. [G5; HU, Sections 9.5 and 11.2]

Use platform reporting where relevant. It can proceed alongside safeguarding support. The club's immediate response should not wait for a platform decision. A platform report and an external safeguarding referral are different actions; the appropriate route depends on the concern. [G6]

What to ask the club

Ask who has received the concern and accepted responsibility. Agree a safe way to communicate and when you and your child will hear back. You can ask:

- What support is planned for the next session, travel and communication?
- How will concerns about retaliation be identified and reviewed?
- Does this need an external safeguarding or other competent referral?
- Who can review the handling or decision if we remain concerned?
- When will someone check whether the arrangements are working?

The club should provide an appropriate explanation of action affecting your child's safety while respecting other people's confidential information. An interim safety arrangement is not itself a finding that an allegation is proven. [G2, G5]

If the response is inadequate, use the club or federation review route and the appropriate external safeguarding service. Do not assume that a general information line can investigate a case; ask the service to explain its role and direct you onwards if needed.

Keep checking after the first response

Ask whether your child feels able to attend, receive information and take part without pressure or ridicule. New concerns about selection, training partners, travel or group membership should be passed to the responsible person. A sporting decision is not automatically retaliation, but patterns and reasons should be considered fairly.

Do not treat an apology, a period of silence or fewer reports as proof that everything has been resolved. Agree a follow-up date and tell the responsible person about unresolved or new concerns. [HU, Sections 10.4, 10.5 and 12.5]



Where to get help

Section 7 gives the dated country information and explains the services' different roles. The club should complete Annex A7.1 with verified local contacts, availability and referral arrangements before distributing these materials. The following are starting points identified in the country review, not a claim that each service investigates every concern:

Country	Starting points described in Section 7
Norway	Kors på halsen; slettmeg.no; the relevant sport reporting route
Türkiye	ALO 183; the competent safeguarding or statutory route appropriate to the concern
Croatia	Hrabri telefon; the Safer Internet Centre support route
Slovenia	TOM telefon; safe.si guidance and relevant local referral services
Portugal	Linha Internet Segura, operated by APAV
Malta	Supportline 179; BeSmartOnline! support information
Netherlands	De Kindertelefoon; Offlimits; Centrum Veilige Sport Nederland

Use the current contact details and remit in Section 7 and confirm them locally. In an emergency, use the locally verified emergency service rather than waiting for a helpline's opening hours.

Club safeguarding contact: _____

Deputy and availability: _____

Independent alternative / external route: _____

Local child protection and emergency route: _____

Details checked by and on: _____

This guidance applies the project field findings and practice sources [HU; G1, G2, G5, G6, G8]. The cited safeguarding guidance supplies practice principles; its UK legal arrangements and telephone numbers are not transferred to another country. The club must confirm the relevant local procedures.

Annex A4. Platform audit matrix

A4.1 How to read this matrix

This annex records the twenty-platform audit, originally observed on 14 August 2026, and the documentary corrections logged on 24 September. The tables were reconciled on 30 September 2026 with T2.3_Platform_Audit_v1_2_corrected.xlsx, retained in the project evidence archive. The reconciliation uses existing evidence; it is not a new round of platform walkthroughs.

Evidence package: T2.3_Platform_Audit_v1_2_corrected.xlsx, particularly Platform Audit and v1.2 Revision Log; the received D2.3 report dated 19 September 2026; and the 45 original screenshot files. The workbook distinguishes twenty documentary reviews from eight walkthroughs and records the Strava transparency correction. It is a supporting archive source, not an additional deliverable or an assurance that every control has been retested.

Two levels of assessment. All twenty products received document review. Eight also have recorded walkthroughs: Instagram, TikTok, YouTube, Snapchat, X, WhatsApp, Telegram and SportEasy. Twelve products have documentary assessment only. A missing product score means that those controls were not assessed through a walkthrough; it is not a finding that the controls are absent.

The source coding assigns two points to Yes, one to Partial and zero to No, Unclear or Not applicable. Policy totals are out of six; product totals are out of twelve. The policy column below reflects the existing corrected workbook, including Strava's documentary update. Product totals retain the original observations and unresolved feedback semantics. These are code totals for traceability, not measures of safety, effectiveness or child-account defaults.

The policy dimensions covered a bullying definition, guardian controls and harassment transparency. The product dimensions covered direct-message restrictions, comment controls, keyword filtering, a bullying-specific reporting category, feedback and block/mute/restrict tools. Some account states, roles and definitions require clarification, as set out in A4.4 and A4.5.

A4.2 The twenty platforms

Table basis: corrected workbook v1.2. The Strava policy total is 4/6 following the logged change of harassment transparency from Partial to Yes; its original report value was 3/6. Other policy totals and the historical product totals are retained from the source codes. Exclusion codes are the original assessor's judgements, not prevalence measures or validated risk ratings.

Platform	Category	Assessment tier	Policy code total /6	Historical product total /12	Historical exclusion code
Instagram	Social/content	Deep	6	11	Medium
TikTok	Social/content	Deep	6	12	Medium
YouTube	Social/content	Deep	4	9	Low
Snapchat	Social/content	Deep	4	7	Medium
X	Social/content	Deep	3	12	Medium
Facebook	Social/content	Documentary	6	Not assessed	High
WhatsApp	Messaging	Deep	2	2	High
Telegram	Messaging	Deep	0	2	High
Messenger	Messaging	Documentary	5	Not assessed	High
Viber	Messaging	Documentary	2	Not assessed	High



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Platform	Category	Assessment tier	Policy code total /6	Historical product total /12	Historical exclusion code
Discord	Community / gaming / live	Documentary	5	Not assessed	High
Twitch	Community / gaming / live	Documentary	6	Not assessed	Medium
Reddit	Community / gaming / live	Documentary	3	Not assessed	Low
Roblox	Community / gaming / live	Documentary	5	Not assessed	Medium
Spond	Sport-specific	Documentary	2	Not assessed	High
SportEasy	Sport-specific	Deep	1	1	High
Strava	Sport-specific	Documentary	4	Not assessed	Medium
Veo	Sport-specific	Documentary	0	Not assessed	Not applicable
NGL	Anonymous messaging	Documentary	1	Not assessed	Not applicable
Tellonym	Anonymous messaging	Documentary	3	Not assessed	Not applicable

Inventory reconciliation: the corrected workbook identifies WhatsApp, Telegram and SportEasy as Deep — walkthrough, consistent with the received report and their archived screenshot sets. The inventory therefore contains eight walkthrough platforms and twelve documentary-only platforms. Reconciliation of the inventory does not amount to independent verification of every feature.

Strava documentary correction: workbook cell S20 records Yes for harassment transparency, supported by the New York report. Cells Q20 and R20 retain Partial for the separate bullying-definition and guardian-control questions. The resulting policy code total is 4/6. Minor privacy protections do not by themselves establish a guardian-operated dashboard. [V1, V2]

A4.3 Interpretation of code totals

Category averages and blended policy/product totals are not used in this deliverable. The categories contain products with different purposes, and the coding assigns the same numerical value to absence, uncertainty and non-applicability. These limitations prevent a valid inference that one platform or category is safer than another.

The corrected workbook records the dated documentary changes and their arithmetic consequences. The report therefore uses the reconciled inventory and individual evidence interpretations, without presenting category averages as recommendations. The evidence for a policy, an available control and an effective response must be assessed separately.

A4.4 The nine coded dimensions

The counts below are recalculated from the existing corrected workbook codes: product dimensions use the eight walkthrough rows and policy dimensions use all twenty rows. The Strava transparency change is included. All other codes retain their historical meaning and limitations; these are not new tests of current child-account settings or moderation outcomes.

Coded dimension	Yes	Partial	No	Unclear	Not applicable	Evidence interpretation
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Coded dimension	Yes	Partial	No	Unclear	Not applicable	Evidence interpretation
Product: block, mute or restrict	7	1	0	0	0	Feature recorded under walkthrough conditions; effectiveness not measured.
Product: bullying-specific category	5	0	3	0	0	A missing specific category does not establish absence of all reporting routes.
Product: direct-message restrictions for minors	4	0	3	0	1	Adult observations and policy statements cannot independently establish minor defaults.
Product: comment controls	4	0	1	0	3	Surface and account dependent; not a finding about every interaction type.
Product: keyword filter	4	0	4	0	0	Historical feature availability; activation and default state need account-specific evidence.
Product: report feedback	2	3	3	0	0	Mixed documentary/interface evidence; actual post-report decisions not observed under the stated protocol.
Policy: bullying definition	10	5	4	0	1	A strict bullying definition and a harassment policy are distinct coding questions.
Policy: guardian controls	11	3	5	0	1	Guardian-operated tools must be distinguished from privacy automatically applied to minors.



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Coded dimension	Yes	Partial	No	Unclear	Not applicable	Evidence interpretation
Policy: harassment transparency	6	6	4	3	1	Corrected workbook counts include Strava's documented Yes. This does not measure enforcement effectiveness.

Feedback requires three separate evidence states.

Evidence state	What this audit can establish
Interface or receipt evidence	A recorded screen or documented acknowledgement may show what a user is told during reporting; its precise step and source must be identified.
Documented outcome mechanism	A published help page or visible support-status feature may describe later feedback; this does not demonstrate delivery in a tested case.
Actual outcome received	Not assessed for any of the eight platforms under the stated protocol, which stopped before complaint submission.

Two Yes and three Partial entries are not equivalent to five platforms having no feedback. Equally, a Yes is not evidence that a moderation outcome was received. No fabricated complaints or complaints about real users are required to correct this distinction.

A4.5 Corrections and remaining limits

Strava. The Acceptable Use Policy describes prohibited harassment, and the New York Q3 2025 report includes harassment in its content-moderation tables. This supports Yes for the narrow transparency question, as recorded in the corrected workbook. A strict bullying definition and guardian-operated controls are separate questions; their historical Partial codes are not upgraded here. [V1, V2]

Spond. The terms describe age 15 as the general threshold while allowing younger children registered by a guardian or group administrator. The privacy policy requires guardian approval below 15; a group administrator must be at least 15. The guidance describes configurations where a guardian manages participation and where a child also uses a separate profile. Clubs should check the relevant role and arrangement instead of treating age 15 as an unconditional ban on younger participation or as only an administrator rule. These are documentary findings, not a fresh registration test. [V3 to V6]

Defaults and observation conditions. Historical screenshots show specific accounts, surfaces and dates. The declared under-16 TikTok test account is separately described; an adult account should not establish defaults for minors on other products. The workbook records device, operating system, region, language and login state for walkthroughs, but those fields alone do not establish the declared age or all guardian settings. Recheck relevant current documentation and eligible account conditions before issuing practical instructions.

Exclusion. The audit did not identify a dedicated team-group-exclusion category. It did not test every alternative account, group, harassment or support route on all twenty platforms, and did not establish that exclusion always



leaves no evidence. The historical risk codes support a club-governance discussion, not universal claims about unavailable remedies.

Currency and scope. Platform settings and policies change. The archived screenshots record the original accounts and observation date. The reconciled tables incorporate the existing workbook corrections but do not independently validate every historical code. In particular, actual moderation outcomes were not tested. Annex A1 supplies dated official help sources for practical use alongside the historical illustrations.



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Annex A5. Evidence log

A5.1 How to read this annex

Sections A5.2 to A5.4 preserve the published-research and documentary evidence log of the original digital strand. Seventeen LIT findings are not seventeen independent studies, and eighty-two SRC records are not eighty-two peer-reviewed research papers. They include platform documentation, regulatory material and research summaries, with the original access dates and access limitations retained.

The original Supports notes in A5.2–A5.4 record the evidence attributed to each source at the time. The reconciled interpretations in Sections 3–7 and Annex A4 govern the present guidance where a later correction is documented. A source describing a feedback feature is not evidence of an observed moderation outcome. Access dates in the historical log are retained.

The Tooth help-seeking entry is corrected below using the publisher's supplementary data. Field and practice sources are added in A5.5; current country and platform correction sources are cited in Sections 7 and A4. Earlier search limitations must not be read as proof that no further study or service exists.

A5.2 Findings from published research, 17 entries

LIT-001 • Prevalence • general adolescent

WHO Regional Office for Europe (2024). A focus on adolescent peer violence and bullying in Europe, central Asia and Canada: Health Behaviour in School-aged Children (HBSC) study, Volume 2.

Population: 44 countries, Europe/Central Asia/Canada; ages 11, 13, 15.

Finding: 15% of boys and 16% of girls reported cyberbullying victimisation in the past couple of months (WHO's own headline for the same data is 'around one in six'); 12% reported perpetrating cyberbullying (boys 14%, girls 9%); both figures up from the 2018 wave.

Limitation: Not explicitly stated in press materials; report notes the rise occurred despite existing prevention initiatives.

[Source link](#) (accessed 2026-08-14)

LIT-002 • Forms / trends • general adolescent

WHO Regional Office for Europe (2024). A focus on adolescent peer violence and bullying in Europe, central Asia and Canada: HBSC study, Volume 2.

Population: 44 countries, Europe/Central Asia/Canada; ages 11, 13, 15.

Finding: Cyberbullying has increased since 2018 even while traditional (offline) bullying trends stayed flat, attributed to the increasing digitalisation of adolescent interaction.

Limitation: Not explicitly stated in press materials.

[Source link](#) (accessed 2026-08-14)

LIT-003 • Prevalence • general adolescent

Fischer, S.M., Bilz, L. (2024). Traditional bullying and cyberbullying at schools in Germany: Results of the HBSC study 2022 and trends from 2009/10 to 2022. *Journal of Health Monitoring*, 9(1), 42-61.



Population: Germany; ages ~11, 13, 15 (grades 5, 7, 9).

Finding: In 2022, ~7% of German students reported direct cyberbullying involvement (victim/perpetrator/both), lower than ~14% for traditional bullying; cyberbullying rose vs. 2017/18, with boys showing a greater increase in perpetration.

Limitation: Self-report/social-desirability bias; single-item measures may underestimate prevalence; offline/online overlap not fully separated.

[Source link](#) (accessed 2026-08-14)

LIT-004 • Prevalence • general adolescent

Gohal, G., Alqassim, A., Eltyeb, E., et al. (2023). Prevalence and related risks of cyberbullying and its effects on adolescent. BMC Psychiatry, 23:39.

Population: Jazan region, Saudi Arabia; ages 12-18.

Finding: Overall cyberbullying prevalence 42.8% among surveyed adolescents, slightly higher in males.

Limitation: Findings not generalisable beyond sample; self-report/social-desirability bias; lower male response rate.

[Source link](#) (accessed 2026-08-14)

LIT-005 • Forms • general adolescent

Gohal, G., Alqassim, A., Eltyeb, E., et al. (2023). BMC Psychiatry, 23:39.

Population: Jazan region, Saudi Arabia; ages 12-18.

Finding: Reported forms of cyberbullying included offensive/threatening messages, spreading false or cruel information, sharing private information, and social exclusion.

Limitation: Self-report; forms not disaggregated by platform.

[Source link](#) (accessed 2026-08-14)

LIT-006 • Impact • general adolescent

Gohal, G., Alqassim, A., Eltyeb, E., et al. (2023). BMC Psychiatry, 23:39.

Population: Jazan region, Saudi Arabia; ages 12-18.

Finding: 26.3% of victims reported significant academic impact, ~20% considered leaving school, and 21.1% reported considering self-harm; victims showed significantly lower mental-health scores (MHI-5) than non-victims.

Limitation: Self-report/social-desirability bias; excluded parental and other risk-factor data.

[Source link](#) (accessed 2026-08-14)

LIT-007 • Prevalence • sport-specific

Tooth, C., Kaux, J.-F., Tscholl, P., Toure, A., Muller, F., Seil, K. (2026). The influence of social media on young athletes' mental health: a cross-sectional study. Frontiers in Psychology, 17:1811861.

Population: Luxembourg (46.6%), France (37.1%), Belgium (9%), + smaller CH/CA/IT/IE samples; ages mean 16.5 +/- 3.1 (range 12-24).



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Finding: 10.4% of young athletes surveyed reported experiencing online abuse.

Limitation: Self-report bias; custom questionnaire lacks psychometric validation; predominantly European sample; uneven sport representation.

[Source link](#) (accessed 2026-08-14)

LIT-008 · Impact and help-seeking · sport-specific

Tooth, C. et al. (2026). *Frontiers in Psychology*, 17:1811861.

Population: Luxembourg/France/Belgium + smaller samples; ages mean 16.5, range 12-24.

Finding: Among 95 athletes reporting online abuse, 34 (35.8%) sought help. Of those 34 help-seekers, 2 (5.9%) reported turning to a coach. The coach percentage is not a percentage of all victims. The study also reports effects on mood, sleep and self-confidence; these are self-reported associations, not clinical diagnoses or causal estimates.

Correction checked 24 September 2026: the full sample was 912 athletes aged 12 to 24. Supplementary material 4 supplies the help-seeking counts; see the primary supplement cited with the Tooth correction in Annex A4. These figures are not an estimate specifically for grassroots athletes aged 14 to 18.

Limitation: Self-report bias; custom non-validated questionnaire.

[Source link](#) (accessed 2026-08-14)

LIT-009 · Impact · sport-specific

Tooth, C. et al. (2026). *Frontiers in Psychology*, 17:1811861.

Population: Luxembourg/France/Belgium + smaller samples; ages mean 16.5, range 12-24.

Finding: 63.6% of young athletes said online time interfered with training/recovery; female athletes reported significantly more pressure to maintain an online image and more negative self- image effects than male athletes.

Limitation: Self-report bias; custom non-validated questionnaire.

[Source link](#) (accessed 2026-08-14)

LIT-010 · Impact · sport-specific

Lu, Y., Xu, H., Zhou, W. (2025). The arena under digital shadows: The cross-temporal impact of cyberbullying on perceived pressure and competitive depression in high-level athletes. *Journal of Health Psychology*.

Population: China; ages 18-30+ (no 14-18 subgroup - broader youth/young-adult athlete study).

Finding: Cyberbullying predicted increased perceived competitive pressure over time; both cyberbullying and perceived pressure predicted increased depression symptoms longitudinally (pressure partially mediates the cyberbullying-depression link).

Limitation: Not stated in accessible abstract; sample is adult/young-adult elite athletes, not adolescents 14-18.

[Source link](#) (accessed 2026-08-14)



LIT-011 · Prevalence · sport-specific

Hayday, E., Burch, L., Smith, A., Geurin, A. (2024). Report on online abuse of athletes (IOC- commissioned). Loughborough University.

Population: Global (elite/Olympic-level); ages Not specified / adult elite athletes.

Finding: Up to one-third of social media posts directed at elite/Olympic athletes were found to contain negative content; online abuse reported as rising.

Limitation: Full report not directly accessed (press release only); methodology not fully detailed in available summary.

[Source link](#) (accessed 2026-08-14)

LIT-012 · Forms · sport-specific

Hayday, E. et al. (2024). Loughborough University / IOC-commissioned report.

Population: Global (elite/Olympic-level); ages Not specified / adult elite athletes.

Finding: Abuse was predominantly hateful, discriminatory, and emotionally harassing, disproportionately targeting female athletes.

Limitation: Full report not directly accessed; further research on cross-platform variation flagged as needed by the authors themselves.

[Source link](#) (accessed 2026-08-14)

LIT-013 · Forms · sport-specific

World Athletics (2021/2022). Online Abuse Study covering Tokyo Olympic Games.

Population: International (Olympic athletes); ages Adult elite athletes (not youth-specific).

Finding: Of flagged abusive posts: sexist content 29%, racist 26%, unfounded doping accusations 25%, transphobic 9%, homophobic 1%; 87% of targeted abuse was directed at female athletes.

Limitation: Single-platform (Twitter/X only) analysis; sample limited to 161 tracked accounts, not representative of all athletes.

[Source link](#) (accessed 2026-08-14)

LIT-014 · Forms · sport-specific

Safe Sport International, with Sportradar (2026). Safeguarding in Sport: Report into the Online Abuse of Athletes.

Population: Global; ages All levels, explicit note on heightened consideration needed for younger athletes.

Finding: Documents online abuse in sport including abusive/discriminatory comments, sexual harassment, threats of violence, stalking, doxxing, image-based abuse, impersonation, and coordinated 'pile-on' attacks; at Paris 2024 over 10,000 posts/comments were verified as potentially abusive, and nearly 20,000 at the 2022 FIFA World Cup.

Limitation: True scale described as hard to measure; jurisdictional/legal inconsistency limits accountability; discussion paper, not peer-reviewed.

[Source link](#) (accessed 2026-08-14)



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LIT-015 · Impact · sport-specific

Safe Sport International, with Sportradar (2026). Safeguarding in Sport report.

Population: Global; ages All levels.

Finding: Reported psychological effects of online abuse include anxiety, loss of confidence, depression, sleep disruption and trauma-response symptoms, with knock-on effects for performance and career longevity.

Limitation: Discussion paper, not peer-reviewed; effects described qualitatively rather than measured with a validated instrument.

[Source link](#) (accessed 2026-08-14)

LIT-016 · Prevalence · sport-specific

NSPCC Sport / Loughborough University. Case data collection research project (referenced via NSPCC Sport online safety resource page).

Population: United Kingdom; ages Youth sport participants under National Governing Bodies (age not specified; safeguarding scope implies under-18s).

Finding: 33% of safeguarding cases reported to UK sport National Governing Bodies in 2022-23 involved online activity; 87% of non-contact sexual abuse cases in this dataset occurred online.

Limitation: Full methodology, exact age breakdown and sample size not available on the summary page found; figure reported by NSPCC Sport but not independently verified against the primary report document (could not be retrieved in full).

[Source link](#) (accessed 2026-08-14)

LIT-017 · Prevalence · sport-specific

O'Bryan, K.T. Doctor of Social Work (DSW) Capstone Project. The intersection of athletics and online abuse: A study of cyberbullying among student-athletes. University of Louisville, ThinkIR repository.

Population: USA; ages 18-24 (college athletes - outside the 14-18 EU brief; broader youth-sport comparator).

Finding: 21.4% of surveyed Division I athletes (ages 18-24) reported being cyberbullied in the past month; rumour-spreading and mean comments were the most common forms; prevalence varied by sport (rowing, football, field hockey higher).

Limitation: Single-institution sample (one university, Division I only); capstone-level project, not a peer-reviewed journal publication - treat as lower-tier evidence.

[Source link](#) (accessed 2026-08-14)

A5.3 Documents consulted, 82 entries

Grouped by the platform or body whose documentation they are.

Instagram

SRC-001 Introducing New Ways to Verify Age on Instagram. Newsroom. [Source link](#) (accessed 2026-08-14).

Supports: I — Age verification method (confirmed: ID upload / video selfie via Yoti / social vouching)

SRC-002 Bullying and Harassment | Transparency Center. Policy. [Source link](#) (accessed 2026-08-14).



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Supports: Q — Bullying defined in community guidelines

SRC-003 Community Standards Enforcement | Transparency Center. Transparency report. [Source link](#) (accessed 2026-08-14).

Supports: S — Transparency report covers harassment

SRC-004 About Family Center. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-005 Report an Instagram user under the minimum age. Help center. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

TikTok

SRC-006 Safety and Civility | Community Guidelines. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-007 Youth Safety and Well-Being | Community Guidelines. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-008 Community Guidelines Enforcement Report. Transparency report. [Source link](#) (accessed 2026-08-14).

Supports: S — Transparency report covers harassment

SRC-009 How we process face and voice information. Help center. [Source link](#) (accessed 2026-08-14).

Supports: I — Age verification method

YouTube

SRC-010 Age requirements on Google Accounts. Help center. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

SRC-011 Harassment & cyberbullying policies. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

Snapchat

SRC-012 What's the minimum age to use Snapchat?. Help center. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

SRC-013 Age Verification for Underage Users. Help center. [Source link](#) (accessed 2026-08-14).

Supports: I — Age verification method (confirmed: photo ID via k-ID, or parental attestation)

SRC-014 Harassment and Bullying. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-015 Parents - Family Center. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

X (Twitter)

SRC-016 Global Transparency Report H1 2024. Transparency report. [Source link](#) (accessed 2026-08-14).



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Supports: S — Transparency report covers harassment

SRC-017 Rules Enforcement - X Transparency Center. Transparency report. [Source link](#) (accessed 2026-08-14).

Supports: S — Transparency report covers harassment

SRC-018 Information for Parents and Minor Users. Policy (not directly fetchable, 403 - via search excerpt). [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-019 How X handles abuse and harassment. Policy (not directly fetchable, 403 - via search excerpt). [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-020 The X Rules. Policy (not directly fetchable, 403 - via search excerpt). [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines (confirmed, page opened 2026-08-24: "Abuse/Harassment: You may not share abusive content, engage in the targeted harassment of someone, or incite other people to do so")

Facebook

SRC-021 Report someone under the minimum age on Facebook. Help center. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

SRC-022 Age requirements for managed Meta accounts. Help center. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

SRC-023 Protect Teens on Facebook & Messenger | Family Center. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

WhatsApp

SRC-024 WhatsApp Terms of Service (EEA). Terms of service. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-025 Parent-Managed Accounts. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-026 Introducing Parent-Managed Accounts on WhatsApp. Newsroom. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-027 WhatsApp Help Center article 1201762518588626. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented (confirmed: Parent-Managed Account controls)

Telegram

SRC-028 Telegram Terms of Service. Terms of service. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines



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Messenger

SRC-029 Teen Accounts on Facebook & Messenger | Family Center. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-030 Messenger Help Center article 1608847113055893. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented (confirmed: Teen Account supervision — parent sees contacts/screen time, not message content)

Viber

SRC-031 Viber Terms of Use. Terms of service. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-032 Viber Public Content Policy. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines (confirmed: Acceptable Use Policy states "Do not harass or bully anyone" alongside other prohibited-content categories)

SRC-033 Viber EU Digital Services Act (DSA) Transparency Report. Transparency report. [Source link](#) (accessed 2026-08-14).

Supports: S — Transparency report covers harassment

Discord

SRC-034 Discord Terms of Service. Terms of service. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-035 Discord Community Guidelines. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-036 Bullying, Harassment, and Threats Policy Explainer. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-037 Discord Transparency Hub. Transparency report. [Source link](#) (accessed 2026-08-14).

Supports: S — Transparency report covers harassment

SRC-038 What is Family Center? - Discord Support. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-039 How to Complete Age Assurance on Discord. Help center. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

SRC-040 Age Assurance Update FAQ. Help center. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

SRC-041 Discord Launches Teen-by-Default Settings Globally. Newsroom. [Source link](#) (accessed 2026-08-14).

Supports: I — Age verification method (COULD NOT VERIFY DIRECTLY: discord.com is blocked/intercepted on this network, served a Turkish ISP block page instead of content; classification carried over from title/prior research only)



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Twitch

SRC-042 Twitch Terms of Service. Terms of service. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-043 Twitch Community Guidelines - Harassment Policy. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-044 Guide for Parents & Educators. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-045 Introducing Parental Controls for Teen Accounts. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-046 Age Assurance on Twitch. Help center. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

SRC-047 H2 2025 Transparency Report. Transparency report. [Source link](#) (accessed 2026-08-14).

Supports: S — Transparency report covers harassment

Reddit

SRC-048 Reddit User Agreement. Terms of service (403 on direct fetch - via search cache). [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age (confirmed: "No one under 13 is allowed... at least 18 to view mature content")

SRC-049 Do not threaten, harass, or bully. Policy (403 on direct fetch - via search cache). [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines (confirmed, page opened 2026-08-24, titled "Harassment": prohibits targeted/severe/patterned abuse with detailed examples — personal attacks, targeting vulnerabilities, sexualization, sustained unwanted contact)

SRC-050 Why is Reddit asking for my age?. Help center (403 on direct fetch - via search cache). [Source link](#) (accessed 2026-08-14).

Supports: H/I — Stated minimum age AND age verification method (confirmed, page opened 2026-08-24: global minimum age 13, 16 in Australia; verification via app-store age signals, third- party photo ID/facial selfie through Persona, or behavioural signal inference)

SRC-051 Reddit AB 587 Terms of Service Report H1 2025 (CA OAG mirror). Transparency report. [Source link](#) (accessed 2026-08-14).

Supports: S — Transparency report covers harassment

Roblox

SRC-052 Roblox Requires Age Checks for Communication. Newsroom. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

SRC-053 Roblox Introduces New Age-Based Accounts. Newsroom. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

SRC-054 Facial Age Estimation for Safer Chat. Policy. [Source link](#) (accessed 2026-08-14).



Supports: I — Age verification method

SRC-055 Understanding Age Checks on Roblox. Help center (403 on direct fetch - via search cache). [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age

SRC-056 Roblox Community Standards. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-057 Roblox Parental Controls. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-058 Parental Controls Overview. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-059 Roblox Transparency. Transparency report. [Source link](#) (accessed 2026-08-14).

Supports: S — Transparency report covers harassment

Spond

SRC-060 Terms of use. Terms of service. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-061 Handling of Underage Administrators. Help center. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age (confirmed: minimum age to become a Spond group ADMINISTRATOR is 15, distinct from general account minimum age; page is a safeguarding note about admin access to member data, not a guardian-control feature)

SRC-062 Spond App: Using the App as a Parent or Guardian. Help center. [Source link](#) (accessed 2026-08-14).

Supports: R — Parental / guardian controls documented

SRC-063 Spond Privacy Statement. Policy. [Source link](#) (accessed 2026-08-14).

Supports: J — Minor account default privacy

SportEasy

SRC-064 Terms of Use of the SportEasy Platform. Terms of service. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-065 Data Privacy Policy. Policy. [Source link](#) (accessed 2026-08-14).

Supports: J — Minor account default privacy

Strava

SRC-066 Strava Terms of Service. Terms of service. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-067 Strava Community Standards. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-068 Strava Acceptable Use Policy. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines



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SRC-069 Can I use Strava if I'm under the age of 16?. Help center. [Source link](#) (accessed 2026-08-14).

Supports: H — Stated minimum age (confirmed: 13 general, 16 for heart-rate data, 18 for default privacy tier)

SRC-070 California Terms of Service Report Q3-Q4 2025 (AB 587). Transparency report. [Source link](#) (accessed 2026-08-14).

Supports: S — Transparency report covers harassment

SRC-071 New York Transparency Report Q3 2025. Transparency report. [Source link](#) (accessed 2026-08-14).

Supports: S — Transparency report covers harassment

Veo

SRC-072 Veo Terms & Conditions. Terms of service. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-073 Veo General Terms and Conditions (PDF, low-confidence extraction). Terms of service (PDF extraction failed - low confidence). [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

NGL

SRC-074 FTC Order Will Ban NGL Labs, Its Founders, from Offering Anonymous Messaging Apps to Kids Under 18. Regulatory action. [Source link](#) (accessed 2026-08-14).

Supports: Q/S — Regulatory precedent (see Notes for detail)

SRC-075 NGL Settlement. Regulatory action. [Source link](#) (accessed 2026-08-14).

Supports: Q/S — Regulatory precedent (see Notes for detail)

SRC-076 Anonymous messaging app targeting teens: FTC blog. Regulatory action. [Source link](#) (accessed 2026-08-14).

Supports: Q/S — Regulatory precedent (see Notes for detail)

SRC-077 NGL Community Guidelines. Policy. [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-078 Announcing New Features and User Controls. Newsroom. [Source link](#) (accessed 2026-08-14).

Supports: I/M/P — Age verification (confirmed: NGL is now 18+ only, birth date required at signup) plus word filter and block tools; page also states bullying/harassment is not tolerated

Tellonym

SRC-079 Terms of Use. Terms of service (403 on direct fetch - via search cache, LOW CONFIDENCE). [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines

SRC-080 Community Guidelines. Policy (500 error on direct fetch - via search cache, LOW CONFIDENCE). [Source link](#) (accessed 2026-08-14).

Supports: Q — Bullying defined in community guidelines



SRC-081 What are Tellonym's control features?. Help center (not directly fetched - title/URL only). [Source link](#) (accessed 2026-08-14).

Supports: R/M — Parental / guardian controls documented (confirmed: "For Parents" page — language filter, custom word filter, guardian safety code, blocking, all guardian-configured)

SRC-082 Tellonym | eSafety Commissioner. Regulatory advisory (fetch timed out - not independently verified). [Source link](#) (accessed 2026-08-14).

Supports: Q/S — Regulatory precedent (see Notes for detail)

A5.4 Studies drawn from the Work Package 2 literature review

The national and sport-specific evidence cited in Sections 2, 4 and 5 is taken from the literature review prepared under Work Package 2. The underlying studies are listed here so that a reader can reach them directly.

Baştürk Akca, E., & Sayımer, İ. (2017). Siber zorbalık kavramı, türleri ve ilişkili olduğu faktörler: Mevcut araştırmalar üzerinden bir değerlendirme. *AJIT-e: Online Academic Journal of Information Technology*, 8(30).

Chhikara, J. (2018). Experiences of cyberbullying and their management in professional sport. Master's thesis, Lithuanian Sports University.

Gözmen Elmas, A., Elmas, S., & Aşçı, F. H. (2026). Being brave or silent: how moral courage and moral behaviour shape bystander behaviour in youth sport. *Deviant Behavior*. Manuscript accepted.

Gudmundson, G., Johnson, J., Chin, J. W., & Holman, M. (2024). Rookies and retweets: inside the world of university sport, social media and hazing rituals. In *Cultures of sport hazing and anti-hazing initiatives for the 21st century*.

Hayday, E., Geurin, A., Burch, L., & Smith, A. C. T. (2024). Safeguarding online sporting spaces: examining virtual maltreatment, abuse and toxic social media practices experienced by Olympic athletes. *International Olympic Committee*.

Nery, M., Neto, C., & Rosado, A. (2015). Bullying no contexto da formação desportiva. *E- balonmano.com: Revista de Ciencias del Deporte*, 11(1), 35–36.

Nery, M., Neto, C., Rosado, A., & Smith, P. K. (2019). Bullying in youth sport training: a nationwide exploratory and descriptive research in Portugal. *European Journal of Developmental Psychology*, 16(4), 447–463.

Novosel, M. I. (2025). *Nasilne inicijacije u sportu*. Master's thesis, University of Zagreb, Faculty of Croatian Studies.

Öztürk, P., Kavasoglu, İ., Kızılgüneş, M., & Koca, C. (2026a). Prevalence, gender differences, and perpetrators of harassment and abuse in sport: evidence from Türkiye. *International Journal of Sports Science & Coaching*.

Öztürk, P., Kavasoglu, İ., Kızılgüneş, M., & Koca, C. (2026b). Turkish coaches' perspectives on safeguarding in sport: self-assessed knowledge, intervention behaviours, and prevention needs. *International Journal of Sports Science & Coaching*.

Rusillo-Magdaleno, A., Moral-García, J. E., Brandão-Loureiro, V., & Martínez-López, E. J. (2024). Influence and relationship of physical activity before, during and after the school day on bullying and cyberbullying in young people: a systematic review.

Schipper-van Veldhoven, N., Mulder, J., Cuelenaere, B., Zandvliet, R., Farzan, K., & Reijnen, M. (2022). Transgressive behaviour in Dutch youth sport. *Social Sciences*, 11(8).



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Sølvberg, N., Torstveit, M. K., Rosenvinge, J. H., Pettersen, G., & Sundgot-Borgen, J. (2022). Sexual harassment and abuse among young elite athletes, recreational athletes, and reference students: a prospective study. *Medicine & Science in Sports & Exercise*.

Sølvberg, N., Torstveit, M. K., Mountjoy, M., Rosenvinge, J. H., Pettersen, G., & Sundgot-Borgen, J. (2023). Sexual harassment and abuse: disclosure and awareness of report and support resources in Norwegian sport and non-sport high schools.

Steer, O. L., Betts, L. R., Baguley, T., & Binder, J. F. (2020). "I feel like everyone does it": adolescents' perceptions and awareness of the association between humour, banter, and cyberbullying. *Computers in Human Behavior*, 108, 106297.

Tomić, L. (2020). Izloženost sportaša nasilju u ekipnim i individualnim sportovima. Master's thesis, University of Zagreb, Faculty of Croatian Studies.

Wójcik, S., Organista, N., Kopycka, J., & Szolajska, J. (2025). The prevalence of violence against children in organized sport in Poland. *Child Abuse Review*, 34.

A5.5 Additional sources for the field synthesis and practice tools

HU. Hacettepe University, WP2 research team. B-FREE WP2 English Final Report, 26 September 2026. Supplied source: B-FREE_WP2_EN_Final_Report_26.09.2026 (1).pdf. The report contains the literature, methods, findings, discussion, conclusions and curriculum proposals underlying the separate D2.1 and D2.2 deliverables.

HU citations refer to the final report's section and table numbering, principally §§8–12; §9.1.8 covers age and gender and §9.1.9 covers perpetrators, settings and help-seeking. D2.1, Comprehensive Research Report on Bullying in Sports (B-FREE_Literatur&Field_Studies.docx), contains the substantive research with its own numbering. D2.3 retains the reported aggregate results and themes and reproduces no individual participant narratives.

METHOD. Hacettepe University. D2.2, Output 2 — Data Collection Tools and Methodologies Documentation. Current project document: D2.2 Output2 Data Collection Tools and Methodologies.docx. Annex A contains the final English survey; Annex B contains five interview/focus-group guides for four stakeholder groups. The coordinator confirms that partner-language surveys retained the same substantive content. Consult the final research report [HU] for the analytical measures and sample limitations.

G1. NSPCC Learning. Recognising and responding to child abuse and neglect. Guidance used for listening, explaining confidentiality and distinguishing facts from interpretation when recording a concern. Accessed 24 September 2026.

G2. NSPCC Sport, formerly CPSU. Reporting concerns. Guidance used for accessible reporting procedures, safeguarding contacts and timely referral. Accessed 24 September 2026.

G3. NSPCC Sport, formerly CPSU. Preventing bullying in sport. Guidance used for behaviour expectations, prevention and escalation of concerns. Accessed 24 September 2026.

G4. NSPCC Sport, formerly CPSU. Safe use of changing facilities for children. Guidance used for clarifying supervision while respecting privacy. Accessed 24 September 2026.

G5. NSPCC Learning. Managing allegations of abuse made against a child. Guidance used for fair, proportionate responses, safety planning and support for all children involved. Accessed 24 September 2026.

G6. NSPCC Learning. Responding to online abuse. Guidance used for referral of online harm and avoiding further circulation of child sexual imagery. Accessed 24 September 2026.



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G7. NSPCC Sport, formerly CPSU. How to respond to child abuse concerns. Guidance used for the immediate supportive response in Annex A6. Accessed 24 September 2026.

G8. NSPCC. Dealing with bullying. Guidance used to distinguish relevant bullying evidence from unnecessary circulation of personal content. Accessed 24 September 2026.

The external sources support safeguarding practice design. They do not validate the B-FREE survey or demonstrate the effectiveness of these tools. Country contacts, referral thresholds, record retention and review arrangements must follow the applicable local procedures. No national reporting route is certified by this edition.

A5.6 Sources checked for the platform and literature corrections

All sources accessed 24 September 2026. These V identifiers supplement the historical LIT/SRC log and the HU/G sources; they do not replace their original identifiers. V1–V6 were rechecked against the same official sources on 30 September 2026; V7–V8 retain their original review date.

[V1] Strava. New York Transparency Report, Q3 2025. Published report hosted by the New York Attorney General. Pages 2, 3 and 5 provide harassment policy and content-moderation tables. [Report PDF](#).

[V2] Strava. Acceptable Use Policy, harassment section. [Policy](#).

[V3] Spond. Spond Terms of Use, latest update 5 March 2026, Section 3: Age limit. [Terms](#).

[V4] Spond. Privacy Policy, Section 7: Children's privacy. [Privacy policy](#).

[V5] Spond. Handling of Underage Administrators, dated 1 July 2026. [Administrator guidance](#).

[V6] Spond. Parents and children in Spond. [Parent and child setup guidance](#).

[V7] Tooth, C., Kaux, J.-F., Tscholl, P., Toure, A., Muller, F. and Seil, K. Supplementary material 4 in Data_Sheet_1.docx, accompanying *The influence of social media on young athletes' mental health: a cross-sectional study*. [Article and supplementary-file link](#); [Europe PMC supplementary archive](#).

[V8] Tooth, C. et al. (2026). The influence of social media on young athletes' mental health: a cross-sectional study. *Frontiers in Psychology*, 17:1811861. Sections 2.1 and 3.4; full sample N = 912, ages 12 to 24. [Article](#). DOI: 10.3389/fpsyg.2026.1811861.



Annex A6. Coach's first response card

Use when you see a concerning incident or an athlete asks for help. This card supports the club's safeguarding procedure. It does not turn the coach into an investigator.

1. **Make the situation safe.** Interrupt harmful behaviour calmly. Check whether urgent help is needed. Contact the locally verified emergency service when there is immediate danger; do not wait to finish this card.
2. **Listen without pressure.** Find an appropriate setting consistent with the club's safeguarding arrangements. Give the athlete time; ask only what is needed to understand their immediate concern and safety. Avoid leading questions or repeated retelling.
3. **Explain the next step.** Say that you take the concern seriously and will seek help from the responsible person. Explain the limits of confidentiality; do not promise secrecy or a particular outcome.
4. **Record the essentials.** Note when and where, what you observed, what the athlete said and what you did. Distinguish their account from your interpretation. Use the authorised record, not the team chat.
5. **Hand over and confirm receipt.** Contact the safeguarding lead or deputy promptly and confirm who has accepted responsibility. Use the verified alternative if they are implicated, unavailable or do not respond within the stated time; act sooner if safety requires. Do not confront the person reported or investigate the allegation yourself.
6. **Keep the connection.** Tell the athlete who will contact them next and when. Check that the planned support is in place for their next participation. Pass on any new concern, including retaliation.

Practice wording: "Thank you for telling me. I am taking this seriously. What do you need to feel safe now? I will explain who needs to help and what happens next." This is suggested wording, not a participant quotation.

Avoid: a public discussion, blaming questions, forced apologies, telling children to sort it out between themselves, or waiting for the next incident before passing on a safeguarding concern.

Follow the safeguarding procedure before contacting parents or carers, taking account of age and consent. Seek advice first if contact could increase risk.

Club contact: _____ **Deputy:** _____

Alternative / external route: _____

Emergency route: _____ **Details checked:** _____

Basis: HU, §§9.5 and 11.2.2; G1, G2 and G7. Club-specific routes must be completed before distributing this card.



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Annex A7. Club implementation tools

A7.1 Local response and contact sheet

Complete this sheet before distributing the guidance. The lead verifies that each service accepts the relevant concerns and records its availability. Explain the routes in the languages and formats athletes use. A blank field is a readiness gap, not a working referral route.

Field	Club entry
Club, country and sport	
Safeguarding lead: name/role, contact and availability	
Deputy: contact and availability	
Independent alternative when the lead or coach is implicated	
Federation or external safeguarding service: scope/contact	
Local child protection referral route and urgent route	
Emergency service	
Accessible reporting options and language support	
Who acknowledges concerns and explains next steps	
Response, progress-update and review timescales	
Person or body reviewing case handling/decisions	
Approved safeguarding procedure, version and location	
Restricted record location, authorised roles and retention rule	
Approving role, verification date and next review	

The club defines and communicates workable response times. Urgent protection and referral are not postponed to meet an administrative schedule. These entries are local implementation choices, not B-FREE grant deadlines.



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A7.2 Session and environment review

For each item, record **in place** / **action needed** / **not applicable with reason**, a named owner and a review date. Use this as a discussion tool, not a club safety rating.

Check	Status, action, owner and review date
Athletes know the behaviour expectations and can question a practice.	_____
Athletes know how to get help when a coach is involved.	_____
Pairings, feedback and roles do not repeatedly exclude the same person.	_____
Newcomers can refuse a welcome activity without a penalty.	_____
Supervision of transitions, changing areas and travel is assigned and respects privacy.	_____
Cost, equipment and transport barriers can be raised discreetly.	_____
Essential information remains available when a team-group concern occurs.	_____
The lead/deputy can receive and securely record a concern.	_____
Coaches have rehearsed the first response and know its limits.	_____
Previous actions have been checked with the people affected.	_____

Basis: HU, §§9.2 to 9.7, 11.2 and 12.5; Section 6.8. This checklist has not been validated as an assessment instrument.



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A7.3 Restricted concern and response record

For the authorised safeguarding record only. A completed form must not enter a public deliverable, general project repository or team message group. Use only the personal information necessary for the safeguarding process; follow the local procedure for access, sharing and retention. If the organisation already has an approved form, use these fields to check coverage rather than create duplicate case files.

Record field	Entry or secure reference
Case reference; recorder; date/time received	_____
Athlete identification and safe contact details in the authorised system	_____
Communication or support needs relevant to responding	_____
What was observed; separately, what was reported and by whom	_____
Athlete's words, wishes and immediate safety concerns	_____
When/where; connected offline and online settings	_____
Immediate action; urgent help or referral	_____
Case owner; conflict check; handover recipient/time and receipt confirmed	_____
Relevant evidence location and authorised handling decision	_____
Parent/carers contact or reason for seeking advice before contact	_____
Protection and support for the next participation	_____
External advice/referral and agreed restrictions on further enquiries	_____
Next contact: person, date and communication method	_____

Do not make the athlete complete this form before receiving help. Record uncertainties as uncertainties. Do not attach sexual images of children. Evidence handling follows Section 6.8.5. Basis: G1, G6 and the authored response pathway.



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A7.4 Follow-up, review and closure

Follow-up field	Entry or secure reference
Agreed actions, responsible people and dates	_____
Athlete's view of safety and participation at follow-up	_____
Possible retaliation and how it was assessed	_____
Support needs of other children involved	_____
Decision, reasons and procedure applied	_____
Information given to relevant parties, date and privacy limits	_____
Review route explained; any review request and outcome	_____
Closure or continuation decision, reasons and next check	_____
De-identified lesson for club practice, if safe to share	_____

Closing the administrative record does not remove the athlete's route to raise a further concern. A closure decision should explain the action taken, remaining support and how new information will be handled. Basis: HU, §§11.2.1 and 12.5; Section 6.8.5.



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