3.6 Codes of Conduct

3.6.1 Implementation Guidelines

The Diocesan Primary Sports Council has adopted the following Codes of Behaviour (with minor modifications) which have been accepted by the Australian Sports Commission, Australian School Sports Council, Australian Secondary Schools Sports Association, Australian Primary Schools Sports Association, Australian Council for Health, Physical Education and Recreation, National Coaches Accreditation Scheme and National Sports Association. The codes are in line with the National Junior Sports Policy.

These “Fair Play” codes are for teachers, coaches, managers, players and spectators. They provide a practical guide to reinforce the positive elements of students’ participation in sport. They expound a philosophy of fair play – with an emphasis on fun, friendly competition and individual fulfilment. They are designed to foster programs in which students can participate with their peers, confident in their abilities and potential, as well as being mindful of the lifelong benefits of sports activity and physical fitness.

3.6.2 Players’ Code

- Be a good sport.
- Play for enjoyment.
- Work hard for your team as well as yourself.
- Treat all team-mates and opponents as you would like to be treated.
- Play by the rules.
- Control your behaviour on and off the field.
- Learn to value honest effort, skilled performance and improvement.
- Co-operate with your coach, officials, team mates and opponents.
- Respect the official’s decision.

3.6.3 Lismore Diocesan Parents' / Spectators' Code of Conduct

- Remember, children are involved in organised sport for their enjoyment, not yours.
- Encourage your child to always play by the rules.
- Applaud good performance and efforts from each team (or other competitors). Congratulate all participants upon their performance regardless of game’s/race results. Children learn from example.

- Turn defeat into victory by helping your child work towards skill improvement and good sportsmanship. Never ridicule or yell at your child for making a mistake or losing a competition.

- Demonstrate appropriate social behaviour by not using foul language, harassing players, coaches or officials and accepting officials’ decisions.

- If you need to make a complaint, please do so in the appropriate manner. Approach your team manager and ask him/her to take your concerns to the appropriate personnel.

3.6.3 (i) Follow up process to breach of Parent Code of Conduct

When a breach is made to the Diocesan Sports Council's Parent Code of Conduct (from the Primary Sport and Health Handbook, Part 3.7.3), the school to which the offending parent belongs be asked to address the issue at school level. This would normally involve an interview of principal and sports coordinator with the parent/s concerned as well as any other follow up the school deemed necessary.

The above would be carried out in liaison with the Diocesan Sport and Health Coordinator and the Sports Association – both of whom may adopt additional follow-up measures e.g. letter to the parent.

I also ask that schools make known, support and promote the Parent Code of Conduct to parents at school level – preferably through the school newsletter at the start of each year. In this way, this code can become the consistent guideline to be adopted at all levels of sport within the diocese.
3.6.4 Managers' Code

- Involve students in the planning, leadership and evaluation of the activity.
- Ensure that equipment and facilities meet safety standards and are appropriate to the maturity level of the students.
- Ensure that rules and length of schedules take into consideration the age and maturity level of the children.
- Distribute codes of behaviour to teachers, coaches, players, parents, spectators and officials to ensure that all involved understand their authority and responsibility for fair play.
- Ensure that proper supervision is provided at all times.

3.6.5 Coaches' Code

- Be reasonable in your demands on your players' time, energy and enthusiasm.
- Teach your players that rules of the game are mutual agreements which no one should evade or break.
- Cater for varying levels of ability so that all players have equal time in both practice and competition to develop their full sporting potential. Avoid playing the talented players.
- Remember that students play for fun and enjoyment and that winning is only part of it. Never ridicule or yell at students for making mistakes or losing a competition.
- Ensure that playing conditions, equipment and facilities are safe and appropriate to the age and ability of the players. (See Safety Guidelines)
- The scheduling and length of practice times and competitions should take into consideration the maturity levels of students.
- Develop team respect for the ability of opponents as well as for the judgement of officials and opposing coaches.
- Follow the advice of a physician when determining when an injured player is ready to play again.
- Remember that students need a coach they can respect. Be generous with your praise when it is deserved and set an example of good sporting behaviour.
- Prepare and conduct sessions based on sound coaching principles.
- Provide equal encouragement to girls and boys to participate, acquire skills and develop confidence.
- Ensure that the consequences of inappropriate behaviour are clearly understood.
3.6.6 Teachers’ Code

- Staff have a general duty of care to take all reasonable steps to minimise the risk of injury/harm to all students.

- Encourage children to develop basic skills in a variety of sports, and avoid over specialisation on one sport or in one playing position.

- Teach good sporting behaviours as well as basic skills.

- Ensure that efforts for both skill improvement and good sporting behaviour are acknowledged.

- Provide equal encouragement to girls and boys to participate, acquire skills and develop confidence.

- Recognise and cater for groups with special needs.

- Ensure that skill learning and free play activities have priority over highly structured competitions for very young children.

- Prepare children for interschool and representative sport by first providing instruction in basic sports skills.

- Help children understand the fundamental differences between the games they play and professional sport.

- Ensure the consequences of inappropriate behaviour are clearly understood.

- Make children aware of the physical fitness values of physical education and sport and their lifelong recreational value.

- Ensure that playing conditions, equipment and facilities are safe and appropriate to the age and ability of the players. (See Safety Guidelines)

- Cater for varying levels of ability so that all participants have a ‘fair go’ in both practice and competition.

- Ensure that the sport is appropriate for the age and the skill development level of the students involved.

3.6.7 Administrators' Code of Behaviour

- Involve young people in the planning, leadership, evaluation and decision making related to the activity.

- Give all children equal opportunities to participate.

- Ensure that rules, equipment, length of games and training schedules suit the age, ability and maturity level of participants.

- Provide quality supervision and instruction for junior players.

- Remember that children participate for enjoyment. Don’t over-emphasise awards.
Help coaches and officials highlight appropriate behaviour and skill development, and help improve the standards of coaching and officiating.

Ensure that everyone involved in junior sport emphasises fair play, not winning at all costs.

Give a code of behaviour sheet to spectators, officials, parents, coaches, players and the media, and encourage them to stick to it.

Remember, you set an example. Your behaviour and comments should be positive and supportive.

Support the implementation of the National Junior Sport Policy.

3.6.8 Officials' Code of Behaviour

- Modify rules and regulations to match the skill levels and needs of children.
- Compliment and encourage all participants.
- Be consistent, objective and courteous when making decisions.
- Condemn unsporting behaviour and promote respect for all opponents.
- Emphasise the spirit of the game rather than errors.
- Encourage and promote rule changes which will make participation more enjoyable.
- Be a good sport. Actions speak louder than words.
- Keep up to date with the latest trends in officiating and knowledge of growth and development of children.
- Remember, you set an example. Your behaviour and comments should be positive and supportive.

3.6.9 Duties of a Coach

- The coach is responsible for developing team-work, spirit and harmony amongst all the players.
- The coach should stress fair play and sportsmanship at all time.
- The coach should take immediate disciplinary action on any team member who resorts to foul tactics or openly brings discredit to the diocese or school by showing aspects of poor sportsmanship, e.g. verbally attacking an umpire’s decision.
- The coach is responsible for the physical wellbeing of all team members both on and off the field – take note of injuries received by players and ensure that any necessary medical attention is forthcoming.
• On tour, the coach should assemble the players at least once a day for either team discussions or active coaching routine.

• The coach is responsible for aspects of public relations on the completion of the tour or series. This would include letters to the Principals and parents of the team members involved indicating the ability of the student to act as an ambassador and possibly could include some constructive comment regarding sporting prowess.

• Liaise with the team manager prior to the team assembling and co-operate in the overall conduct of a visit or tour.