BUNBURY CATHEDRAL GRAMMAR SCHOOL

CO-CURRICULAR SPORTS MANUAL
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INTRODUCTION

The co-curricular dimension of an all-round education has never been more important than it is today. This includes activities such as sport, music, drama, debating and community service. Activities like these complement the academic work of the School and provide many varied opportunities, which greatly increase the probability of students finding at least one activity at which they excel, therefore building their self esteem and increasing the likelihood of success in other activities. If the School does not cater for a particular interest, students are encouraged to pursue the interest in the local community.

In a world where a young person faces the prospect of many different jobs, rather than a career with one or two employers, and the possibility of being challenged by a career yet to be invented, transferable skills are becoming more important than they ever were before. Students need to learn how to communicate, how to co-operate, how to think and act critically, how to be creative, how to care about others and how to be enterprising. Many of these skills will be learnt on the sports field, on the stage as an actor, as a member of the orchestra or as a debater, and so on, as well as in the classroom.

Many co-curricular activities involve teamwork. Students learn to co-operate and to work for the benefit of the team rather than the individual. They learn to apply rules, to accept the umpire’s decisions, to win and to lose with dignity and to respect their opponents. They have opportunities for leadership, to innovate and to take risks. Students learn to recognise that success is the product of energy and dedication, as well as skill, and to be wary of the ephemeral trappings of success. It is obvious that team activities cultivate many of the attributes necessary for a successful future career and a worthwhile contribution to the community.

The desirable extent of co-curricular involvement for any one student will vary, depending on the unique circumstances of that student. Each student’s co-curricular commitments and involvement with other activities beyond the School should be monitored through the School’s Pastoral Care system, to try to ensure that he or she has the right balance between academic, co-curricular and social activities.

The running of co-curricular sport at Bunbury Cathedral Grammar School (BCGS) supports the Vision Statement that the School has for its students:

- Bunbury Cathedral Grammar School will provide a Christian environment which encourages each student to grow in faith and develop her or his potential as a whole person.
- The School will provide a broad education and the resources for all students to explore and achieve their own level of excellence.
- All students will recognise that they are a valued and integral part of the School family, with parents and staff providing the love, care and support that engender self esteem, mutual respect and responsibility.
- Students will leave Bunbury Cathedral Grammar School as positive thinking individuals able of meeting their future challenges.

The School Handbook states that ‘The foundation of sport in the School should be participation, enjoyment, physical fitness, loyalty to a team, co-operation as a team member, and the building of self esteem and confidence’.

The School has always tried to incorporate these principles in the running of its sporting programme.

The playing of a team sport, and all of the positives that flow from being part of a team and contributing towards its progress, are seen as being very important. The School’s programme
will be designed to accommodate the skill level and ability of all students and not just the very talented. Hence, at BCGS the following principles are applied:

1. Sport is compulsory for all Secondary students in Year 11 and below, during the winter terms. Sport is optional for Secondary students in the summer terms. Sport is compulsory for all Primary students from Years 3 to 7, in both winter and summer terms.

In both the winter and summer seasons, if the School has teams which are entered in a particular competition, then a student’s first commitment is to represent the School team in the competition. Students should not be registered to play for an opposing team unless they have the permission of the Head of Secondary to do so.

2. Except in special extenuating circumstances, for example a shortage of players in an age group, in general, most students play with their own age group and are not promoted to higher levels. Variations to this general rule need to be approved by the Head of Secondary (Secondary students) in consultation with the Deputy Head (Pastoral), the Head of Primary and the School’s Sports Co-ordinator, and will be considered in special circumstances (eg to take account of Development Squads, individual student development pathways or the setting up of competitive Division teams).

3. The structure of local sporting competitions varies from sport to sport. Some grade teams on ability and not age (eg netball), others grade on age only (eg hockey), and some grade on age and ability (eg basketball).

The principle of team selection will be that teams will be selected to try and ensure that BCGS teams are competitive in the particular division of the competition, that students are playing with their peers where possible, and that talented students are given appropriate opportunities to develop their skills. The School recognises that this skill development programme will also be offered beyond the School’s programme, in local talent and development squads, or in some cases through South West Academy of Sport.

When there are two or more divisions within a particular age group, the School may select a stronger and weaker team to play in the different divisions, while still ensuring that the weaker team will be competitive. Within the same division in a competition, the School will select as close to two or more equal strength teams to play within the same division. In some sports (eg netball) this allows for the selection of a development team in an age group.

4. It is understood that for most students their co-curricular sport is one part of a full and varied academic, cultural, social and spiritual programme. It is not their sole reason for being at school and the word ‘balance’ aptly describes how co-curricular sport is seen to fit into the overall picture. The development of a range of sporting experiences is encouraged.

5. The highest standards of behaviour, sportsmanship, and dress presentation are expected of our students when playing in a School team.

6. All players are to be given a reasonable amount of time on the field, with all players being substituted on a rotational basis. This does not mean that all students will receive exactly the same playing time. In general, no student should play for less than approximately three quarters of the game, unless there are exceptional circumstances. This should be carefully thought through by the coach prior to the games, assessing weaker and stronger opposition, and how this principle can be applied.
These guidelines are designed to be used by all BCGS Sports Clubs, and other non club sports at the School, as a common overarching framework which will ensure that sport is run at the School to achieve similar outcomes.

It is the aim of the School’s Co-curricular Sports programme that students at the School have positive experiences in their sport. The health and welfare of students must be central to all of the outcomes of the programme, which should provide at an appropriate level:

- Fun experiences
- Safe and supportive environments
- Skill development, challenge and the joy of achieving
- Access for all to participate
- A clear pathway for improvement
- Equal opportunities for all students

The principles to be used to achieve these objectives are built into the following contexts:

- Sport pathways
- People
- Structure to make it happen
- Quality instruction
- Making sport safe
- Standards and Codes of Conduct
- Funding and Fees for Sports
SPORT PATHWAYS

In order to develop a quality co-curricular sport programme it is important for players, parents, coaches and administrators to have an understanding of the general principles in providing appropriate sporting pathways for our students. The co-curricular sporting programme facilitated by coaches will vary to suit the needs of the students. In general terms the needs of the students can be categorised into facilitation of:

- A broad range of sporting experiences
- A progression of skills
- Maintenance of skills

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<th>Maintenance</th>
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<td>5-11 years</td>
<td>11-16 years</td>
<td>16 to 19 years</td>
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<tr>
<td>Number of sports</td>
<td>As many as possible</td>
<td>One or more</td>
<td>One or more</td>
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<td>Focus</td>
<td>Fun, learning, general athletic development</td>
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<td>Competition with emphasis on all-round development and rotation around all positions Representative teams and regional competitions in later years</td>
<td>Focus on social competitions Level of competitive intensity appropriate to individual motivation Encourage involvement in other roles – coach, official, administrator</td>
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1 Strategies for Developing Appropriate Sport Pathways

Individual School sports should:

- Build a base of fundamental movement skills before sport specific skills.
- Provide activities based on all the students’ physical, psychological, emotional and social development by altering components such as
  - time on task
  - skill difficulty
  - duration, frequency and intensity of sessions
  - performance enhancing tools such as resistance training, or psychological skills training.
- Plan and document pathways with progressive stages for the sport and assist sport coaches to provide these as planned.
- Build links among out of school providers (eg Regional Development Officers, Local Sporting Associations) and support them so that planned pathways are consistently provided across different organisations.
Modify sport for progressing juniors by changing:

- the degree of skill difficulty
- dimensions of the field, pitch, court and distances
- rules, such as duration of game, team size, time for each participant, interchange of participants, rotation of positions, equipment (dimensions and weight)
- size of protective equipment (always available and participants required to use it)

2 **Key Points:**

- A pathway through different developmental stages leads young people to continue in sport either at more advanced levels or as an important recreational activity.
- In the early years children build up basic movement skills and have fun while gaining skills in a variety of activities.
- Early diversification builds the base for a good grounding in skills later used in a chosen sport.
- By 16 years, juniors have usually made decisions about the sport/s in which they wish to specialise. They have developed the physical, psychological and social skills needed to move into highly specialised training.
- Competition is important for developing skills and should progress gradually from informal to highly structured situations.
- Leadership needs to change with the changing needs of the different developmental levels.
- Careful planning is needed at every stage to increase the chances of:
  - all juniors being committed to life-long involvement in sport
  - talented juniors having success in elite sport
PEOPLE

The most important resource in providing appropriate co-curricular sporting opportunities for students at BCGS is the people who provide the infrastructure within which the sport happens. Each person has an important role in providing an ongoing, high quality co-curricular sport programme.

1 Role of the Sports Co-ordinator

1.1 Overview the School/Community Club model for administration of many school co-curricular sports and the School Based Sport model for administration of the remainder of school co-curricular sports, in order to improve the administration of school co-curricular sport.

- Help to establish and develop the two models for the administration of school co-curricular sport.
- Liaise with the Teachers Responsible for each sport during regular formal and informal meetings to ensure that the School ethos is maintained and common school policies are consistently enforced in all sports.
- Establish the procedure to be followed when non-teacher, adult coaches or managers apply for a Police Clearance and liaise with Teachers Responsible, who will ensure that the procedure has been followed.
- Liaise with the Executive for each sport to identify areas of concern and assist with administering the sport according to established school guidelines.
- Regularly attend key meetings of the Executive of each sport.
- Liaise with the Executive for each sport to encourage opportunities for student input into the administration of each sport and social activities involving students within each sport.
- Survey students prior to each summer and winter season to establish their sport selections and assist Teachers Responsible for each sport to arrange students into teams within the guidelines provided in the School’s manual for each sport.
- Encourage and organise sporting extension opportunities in the broader community for talented students.
- Ensure that programmes organised for each sport accommodate the needs of students of all ages and abilities.
- Regularly attend games and special events for each sport to identify problems and needs.
- Ensure that appropriate first aid equipment is supplied, maintained and used for each sport.
- In liaison with the Teacher Responsible, help organise sporting tours, both incoming and outgoing, according to school policy.
- Annually monitor and record student participation rates in each sport.
- Counsel students and parents about sporting involvement.
- Assist the Head of School, the Head of Secondary, the Deputy Head (Pastoral) and the Head of Primary to appoint appropriate parents to the Executive for each sport.
- Liaise with Teachers Responsible to co-ordinate transport arrangements (eg bus bookings) for co-curricular sport.

1.2 Improve the standard of the coaching provided to students in each co-curricular sport and the support for all coaches.

- Help identify and keep a register of suitable coaches from amongst staff, parents, former students and the broader community.
- Develop and update an annual education outline for coaches in each sport.
- In liaison with the Deputy Head (Academic) and the Head of Primary, organise professional development opportunities for all coaches and school based umpires, including accreditation.
Identify the need for and co-ordinate the employment of any paid coaches, as approved by the Head of School.

- Organise training for senior students as coaches and umpires, and encourage their participation in these roles in all sports.
- Annually assess coaches’ qualifications and skills.
- Organise skill clinics for students in all sports using visiting specialist coaches.
- Liaise with the Head of Secondary and the Head of Primary about the use of teaching staff as Teachers Responsible, Liaison Teachers, coaches and managers.
- Liaise with Teachers Responsible and Executives for each sport to allocate managers, coaches and umpires for each team.
- Organise a support structure for coaches of all sports.
- Help identify and keep a register of suitable managers for non-teacher coaches.
- Establish a library of tapes, books and information leaflets for coaches.

1.3 Improve communication about co-curricular sport within the school community.

- Manage effectively a second separate Co-curricular Sport Office as the single point of contact for all co-curricular sport, particularly for parents and secondary students.
- Establish effective communications systems for each sport (e.g. a website).
- In liaison with Teachers Responsible and Sport Executives, be responsible for organising the training schedule for each sport during each season, to minimise clashes and resolve problems.
- Keep a diary of all sporting events, including training.
- Liaise with the Head of Secondary and the Deputy Head (Pastoral) to ensure that all important sporting events are included in the School’s semester calendar.
- Maintain up to date noticeboards for sport.
- Ensure that reports about student successes and involvement in all sporting activities are conveyed to the appropriate School publication (Newsletter, Grammarian, Bonifacian).
- Ensure that students reporting about sport at School assemblies are fully prepared.
- Provide information about sport at Parent Evenings, as required.
- Provide copies to the Head of School of all correspondence (memos, letters, etc) emanating from this position. The Head of School will share these with the Head of Secondary, the Deputy Head (Pastoral), the Head of Health & Physical Education, the Head of Primary and other staff, as necessary.

1.4 Establish links and improve communication between school co-curricular sport and sport in the broader community.

- Identify and keep a register of the appropriate groups in the broader community to ‘target’.
- Establish links with the appropriate broader community sport clubs to maximise mutual benefits and help attract support, including coaching, for BCGS sport.
- Liaise with the appropriate commercial sporting organisations and educational sporting organisations in support of the School’s co-curricular sport programmes and to represent the School at their meetings and functions.
- Liaise with the Executive of each sport to ensure that each sport has a delegate at the local Association for that sport, when the sport is part of the Association.
- Liaise with the Director of Marketing and Community Relations to publicise BCGS sport in the broader community via the various electronic and print media outlets.
- In liaison with the Bursar, oversee community use of the Schools sporting facilities.
- Promote and co-ordinate use of school facilities for sport development camps over holiday periods.
1.5 Improve the facilities and equipment available for each school co-curricular sport.

- Liaise with the Executive of each sport to ensure that the needs of each sport for facilities and equipment are communicated to the Head of School in time for formulation of each annual budget.
- In liaison with the Head of Health & Physical Education and the Primary Sports Co-ordinator, oversee the budget for co-curricular sport and organise acquisition, maintenance and storage of all School co-curricular sporting equipment.
- In liaison with the Head of Health & Physical Education and Teacher-in-Charge of Primary Sport Primary Sports Co-ordinator, conduct an annual inventory of the School’s sporting equipment and monitor this throughout the year.
- Liaise with the Head of Health & Physical Education, the Primary Sports Co-ordinator and the Head of Boarding to decide issues related to demarcation and sharing of sporting equipment.
- Co-ordinate implementation of the School’s fundraising and sponsorship policies as applied to co-curricular sport.
- Ensure all co-curricular sporting activities are cost effective and, when possible, self funding.

1.6 Coaching and/or preparing students for sport.

- Coach a school co-curricular sport team in both the summer and the winter seasons.
- Assist with coaching/preparation of the School’s Primary and Secondary swimming, cross country and athletics teams.
- Provide a weights training programme and general fitness programme for students from all co-curricular sports.
- Teach some timetabled Years 7-12 School (House) sport and possibly, some Year 6 sport; involvement in this respect would depend upon the time available after performing the duties above.

1.7 Any other duties as reasonably requested by the Head of School

2 Role of the Coach

2.1 To ensure that the training sessions and matches are played in a manner that supports the outcomes for School sport, particularly with regard to sportsmanship, dress, commitment from the students and the building of self-esteem and enjoyment in the game.

2.2 To support the above outcomes through modelling the same positive behaviours to the students.

2.3 To develop team strategies that are clearly communicated to the students.

2.4 To plan training schedules and exercises that strengthen both individual skills in players and team outcomes.

2.5 To coach to make the sport challenging but fun.

2.6 To ensure that suitable players are encouraged to trial for representative teams.

2.7 To ensure that all players receive reasonably equitable time on the field, as a general guideline about three quarters of a game. This may not mean all players always having exactly the same time, but the coach must substitute all players on a rotational basis in a fair manner. The strength of opposition teams may mean certain players are given more time in some games, but this should be considered by the coach in matches against weaker sides.

2.8 To work with the Sports Co-ordinator, the Teacher Responsible and the Team Manager to ensure communication between the team and parents is effective.

2.9 To ensure that training and matches are drug free.

2.10 To manage any complaints as per the Complaints Policy.

2.11 To encourage players to wear appropriate protective equipment.
3 Role of the Manager (the Coach will also have this role in the absence of a Manager)

3.1 To support the coach in ensuring that the team operates in a manner to achieve the outcomes listed previously, particularly with regard to dress.
3.2 To model the same positive behaviours themselves to support the above outcomes.
3.3 To support the coach in implementing team strategies and training programmes.
3.4 To ensure that proper medical attention is given to any student who is injured during a game or training session.
3.5 To be responsible for team equipment and First Aid kits.
3.6 To ensure that the appropriate First Aid kit is complete and accessible at all times.
3.7 To ensure that communication within the team and between the team, School and parents is prompt and effective.
3.8 To communicate with the Teacher Responsible on disciplinary incidents that involve members of the student body.
3.9 To maintain a record of team performances.
3.10 To encourage the use of appropriate protective equipment.
3.11 To arrange a roster for umpires/scorers and follow up to ensure people are aware of their responsibility.
3.12 To monitor student attendance at games and training, and to keep the coach and Teacher Responsible informed for follow up purposes.
3.13 To obtain a current list of players names, parents names and contact numbers for registration purposes.
3.14 To collect a current list of relevant medical conditions or medications of players. Copies of the form to be used to collect this information are included as Appendix 4.

NB Medical details are strictly confidential and must be treated as such. All forms collected are to be handed back to the Teacher Responsible at the end of the season.

3.15 To report injuries on the prescribed form (see Appendix 2)
3.16 To ensure that results are handed in to the Sports Co-ordinator.
3.17 To check venues for hazards prior to matches or training sessions. Report any concerns to the Teacher Responsible.

4 Role of the Captain

4.1 To give weekly results to the Sports Co-ordinator.
4.2 To provide reports to School Assembly when requested.
4.3 To demonstrate leadership (eg initiate warm up before the game and thanking of umpires and opposition players after the game, meet umpires, toss coin).

5 Role of the Player

5.1 To let the coach know, in advance, if they cannot attend training or the game.
5.2 To be responsible for their own safety with regard to protective equipment and appropriate playing attire.
5.3 To be punctual to all sessions.
5.4 To support teammates and be a good sport.
5.5 To learn the rules of the game and to know how to apply them.
5.6 To volunteer for suitable umpiring duties when experience is appropriate.

6 Staffing School Co-curricular Sport

The Head of School, in consultation with the Head of Secondary, the Deputy Head (Pastoral) and the Head of Primary, gives final approval to the allocation of coaches and managers for sporting teams. The Head of School will also give final approval to the allocation of staff as
Teachers Responsible and Liaison Teachers for sports, and parents or friends of the School as members of Executives for each sport.

The Sports Co-ordinator will liaise with the Head of Secondary and the Head of Primary about the use of teaching staff as Teachers Responsible, Liaison Teachers, coaches and managers. As many teaching staff as possible, considering their interests and expertise, will be used as coaches and managers for teams. The Sports Co-ordinator will liaise with Teachers Responsible and Sport Executives to allocate the unfilled positions for coaches and managers from the available parents and friends.

There must be at least one coach for each team; ideally this would be a member of our teaching staff. Ideally there should be a coach and a manager for each team, especially when the coach is not a member of our teaching staff; this would be essential for a contact sport like football. The coach of a junior team may be a senior student but in that circumstance there must be an adult manager for the team, ideally a member of the teaching staff.

The Sports Co-ordinator will liaise with Teachers Responsible and Sport Executives to allocate umpires for each team.

Each adult coach or manager of a team must have a Police Clearance applied for or hold a current Working with Children card. This would automatically be assured if the coach or manager was a member of our teaching staff. The School will play for a Police Clearance Working with Children card application for adult coaches or managers who are not members of our teaching staff. The Teacher Responsible for each sport must ensure that Police Clearance all adult coaches and managers have applied for, or hold, a current Working with Children card forms have been collected for all adult coaches and managers, and keep these ensure that a copy of the application, or the card, is kept on file in the central registry held by the Head of School’s Assistant. Teachers Responsible must liaise with the Sports Co-ordinator Head of School’s Assistant about the procedure to be followed in order to apply for a Police Clearance obtain a Working with Children card.

7 Strategies for People Involved to Ensure a Successful Co-curricular Sport Programme

7.1 Strategies for Students to use:
To become actively involved in the provision of their sport by making decisions when the opportunity arises and by providing feedback. This may involve student input to the Club Executive.
- To volunteer for roles as coaches, officials and managers, under the guidance of a responsible adult mentor.
- To monitor the impact of other students in the sport programme and to provide support and encouragement for positive influences.
- To act on any negative influences by communicating their concerns to their coach or Club Executive.

7.2 Strategies for Coaches to use:
Organisation
- To provide sequential development of basic skills, physical fitness and strategies.
- To vary activities according to the ability of the participants.
- To plan and prepare so all have a fair go in practice and competition.
- To develop or access plans for indoor training sessions in the event of circumstances that prevent normal training sessions.
- To ensure that weekly training and match times and locations are set in advance.
- To ensure that they are available for all sessions or that a suitable replacement is found in advance.
Developing a Coaching Philosophy which supports the School Ethos
∙ To discuss with other coaches and the Club Executive reasons for coaching.
∙ To reflect on the coaching qualities and approach which bring satisfaction in coaching and positive outcomes for players.
∙ To ask a mentor to assist in self-development.

Talent Development
∙ To focus on students having fun so that their interest is maintained until they are at an age and stage to specialise.
∙ To rotate children through positions in teams so they have as much exposure to different experiences as possible.
∙ To remember that early specialisation reduces competence in a broad range of motor skills and leads to early burnout.
∙ To take care of students with regard to practice and to training schedules.

7.3 Strategies for Parents to use:
∙ To recognise that children play sport for a range of reasons, including fun, friendship and personal achievement.
∙ To use all opportunities to develop fairness, respect and safety for all involved.
∙ To discuss with the coach ways to support their child’s development.
∙ To take a supportive or active role if possible.
∙ To communicate concerns to the coach or to the Club Executive at appropriate times.
∙ To be punctual when delivering their child to, or picking their child up from training sessions and matches.

7.4 Strategies for Match Officials (eg referees, umpires, managers) to use:
∙ To inspect facilities and equipment for safety.
∙ To regulate the conduct of the game.
∙ To explain rules where appropriate.
∙ To caution players before incurring an infraction.
∙ To caution players in their behaviour.
∙ To increase the knowledge of students in the sport.
∙ To acknowledge players when they demonstrate good behaviour.
∙ To respond to injury.
∙ To provide cues for the acceptable way to interact in certain situations.
∙ To control crowd reaction.

8 Key Points
∙ Many people are involved in the delivery of school sport including students, parents, coaches, officials, administrators and other volunteers.
∙ Parents are the primary influence on children’s participation and are an important source for volunteer assistance. Coaches need to be multi-skilled and competent in communication, organising and planning, managing risk and instructing. They must also set a good and consistent example as a role model and understand their coaching philosophy.
∙ Officials are also educators, teaching children the rules of the game, and seeing that order and safety is maintained during competition.
∙ The business side of sport organisation (eg marketing, personnel recruitment, risk management) falls on the school administrators.
∙ The role of volunteers is important in sport delivery and must be supported.
∙ Quality leadership is vital to a quality sport experience, helping to build and maintain participation and motivating students.
STRUCTURE TO MAKE IT HAPPEN

The structure of co-curricular sports supported by BCGS can generally be categorised under one or two models, the Club Model or the School Based Sports Model.

1 The Sports Involved

<table>
<thead>
<tr>
<th>Club Model</th>
<th>School Based Sport Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Athletics</td>
</tr>
<tr>
<td>Cricket</td>
<td>Badminton</td>
</tr>
<tr>
<td>Hockey</td>
<td>Cross Country</td>
</tr>
<tr>
<td>Netball</td>
<td>Football</td>
</tr>
<tr>
<td>Rowing *</td>
<td>Soccer</td>
</tr>
<tr>
<td>Smart Sports *</td>
<td>Tee-Ball</td>
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<tr>
<td>Swimming *</td>
<td>Tennis</td>
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<tr>
<td></td>
<td>Touch Rugby</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
</tr>
</tbody>
</table>

* Not affiliated with that sport’s governing body.

2 Club Model

The Club Model generally applies to sports which usually compete outside of ordinary school hours and usually have considerable parental involvement with the numerous teams fielded.

2.1 Executive Structure for the Club Model

There will usually be four members of the Club Executive.

<table>
<thead>
<tr>
<th>School Staff</th>
<th>1</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42</td>
<td>Teacher Responsible (Primary or Secondary)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Liaison Teacher</td>
</tr>
</tbody>
</table>

Parents/Friends | 1 | Chair 21 | Association Communications Member (not required for sports marked *) |
|                | 32 | Social Member |

School Staff | 4 | Teacher Responsible (Primary or Secondary) |

2.2 Duty Statements for the Club Model Executive

Chair
- Chair meetings which, as a minimum, should occur monthly during the duration of the competition at least three times during a sporting season (before the start, in the middle and at the end of the season). Extra meetings can be organised on a needs basis.
- Co-ordinate the start of competition with the Teacher Responsible and the Liaison Teacher (following receipt of the programme for the season from the Sports Co-ordinator).
- Liaise with the Teacher Responsible and the Sports Co-ordinator to arrange coaching and umpiring clinics.
- Work with the Teacher Responsible and Liaison Teacher to arrange coaches, managers (and umpires where relevant) for each team.
- Meet with the Sports Co-ordinator when required.

(NB: In practice the Teacher Responsible sometimes also fills the work of the Chair of the Club Executive. In this case an extra staff member may join the Club Executive.)
**Association Communications Manager**

*(for sports marked *, any relevant duties would pass to the social member)*

- Obtain from the Teacher Responsible, the details of students registering for the new sporting season and lodge the registration of teams with the relevant Association in a timely manner.
- Attend Association meetings, representing BCGS for the sport and communicate any required action to the Chair, Teacher Responsible and Sports Co-ordinator. Where possible become a committee person for the Association.
- Ensure BCGS student names are provided to the Association for selection in development squads or special clinics.
- Provide the Teacher Responsible, Sports Co-ordinator and Chair with fixtures when they are available.
- Be the contact person for late changes to fixtures when applicable and advise the coach of the team in a timely manner.

**Social Member**

- Arrange and co-ordinate social functions.
- Assist the Teacher Responsible to provide the coaches and managers with the School’s Co-curricular Sports Manual and brief them on BCGS ethos prior to start of the sport season.
- Assist the Teacher Responsible to write newsletter reports and local media reports where applicable (follow the School’s Media Policy).
- Co-ordinate with the Teacher Responsible to establish a method of communicating to parents the School’s ethos for sport.
- Assist the Teacher Responsible with visiting and touring teams.

**Teacher Responsible**

The Teacher Responsible will NOT be a Coach or Manager for a team (this may vary for sports marked *).

**Major Responsibilities**

- Attend monthly meetings of the Club Executive.
- Obtain the names of students wishing to play the sport from the Sports Co-ordinator and be responsible for the arrangement of teams within the guidelines given in the School’s Co-curricular Sports Manual.
- Ensure that a medical form has been completed and returned for each student and pass a copy to the manager or coach of each student’s team. *(see Appendix 4).*

**NB Medical information is strictly confidential and must be treated that way. Medical forms must be handed in to the Teacher Responsible at the end of each season.**

- Calculate the annual charge to be made to each student involved in the sport, ensuring that the season is self funded, and pass on the list of students to be charged to the School’s Accounts Office.
- Draw up a suitable training schedule for all of the teams in consultation with the Sports Co-ordinator, the Club Executive and other Teachers Responsible for sports. This should incorporate the interests of the Primary and the Secondary students as well as the match days for teams.
- Monitor the equipment and uniforms needed for the season. This would involve an annual inventory of equipment, repairs and maintenance of equipment, and the ordering of new equipment or uniforms if necessary for the new season.
- Work with the Sports Co-ordinator and the Club Executive and assist in arranging coaching and umpiring clinics for students, staff and parents during the season.
- Work with the Sports Co-ordinator and the Club Executive to allocate a manager, coach and umpire/referee for each team in the sport.
• Ensure Police Clearance formscopies of current Working with Children cards, or Working with Children applications have been collected for all adult coaches and managers; keep these on file need to be kept on file with the Head of School’s Assistant.
• Attend some coaching and some matches on a weekly basis for teams from the School; help support coaches.

Minor Responsibilities
• Provide managers and coaches with clear guidelines for their roles.
• Co-ordinate the writing of Newsletter items and arrange for them to be emailed to the School’s Administration Office as appropriate.
• In consultation with the Sports Co-ordinator, help arrange sports reports for assemblies and publications.
• In consultation with the Sports Co-ordinator and the Club Executive, help arrange a programme for visiting teams (eg fixtures, billeting and hosting arrangements).
• If and when required, help with the arrangements for any Grammar School touring parties in the sport.

**Liaison Teacher**
The Liaison Teacher will be a Coach or a Manager for a team, and will come from the opposite section of the School (Primary or Secondary) to the Teacher Responsible and will be appointed by the Head of School, in consultation with the Sports Co-ordinator, the Head of Secondary, the Deputy Head (Pastoral) and the Head of Primary. For very well supported sports with many teams (eg basketball) the Liaison Teacher is replaced by a second Teacher Responsible in the opposite section of the School (Primary or Secondary).

• Assist with communication concerning the sport with staff, students and parents in that section of the School (Primary or Secondary) in which the Teacher Responsible does not teach.

### 2.3 Procedure for Appointment of the Executive for the Club Model

• An invitation for parents to participate in the Executive will be made when vacancies arise. Appointments will be decided by the Head of School, in consultation with the Sports Co-ordinator, the Deputy Head (Pastoral)Head of Secondary and the Head of Primary.
• The Teacher Responsible will be appointed by the Head of School in consultation with the Sports Co-ordinator, the Deputy Head (Pastoral)Head of Secondary and the Head of Primary.

### 3 SCHOOL BASED SPORT MODEL
The School Based Sport Model generally applies to those sports where competitions are of an Interschool nature which occur mainly during school hours and have limited parental involvement with the relatively few teams fielded. This may include competitions such as Dockers’ Cup Football, Country Week, SWISSA, or the Sirens’ Cup. A ‘season’ of sport for students involved in these sports would be made up of a combination of these competitions, regular training and in some cases ‘friendlies’ organised with local schools.

SWISSA Associated and Catholic Colleges (ACC) Ssport is an essential component of most of these School Based Sports. The expansion and improvement of SWISSA is an important goal for these sports. Both the Sports Co-ordinator and the Head of Health and Physical Education have a role to play with SWISSA ACC sport; the latter organises the fixtures for SWISSA sport, and organises the School’s Interhouse and SWISSA ACC Swimming, Cross Country and Athletics carnivals, in liaison with the Teachers Responsible.
The model for administration of these sports retains many of the essential elements of the Club Model. The Sport Executive and Teacher Responsible will liaise with the Sports Co-ordinator to provide students with positive experiences in well organised games and training sessions. The essential feature of most School Based Sports is that they participate in school based competitions and school organised events and fixtures.

As a School Based Sport develops over time it may necessitate switching to a Club Model, depending on the specific circumstances for that sport. Any change in a sport’s status would be decided by the Head of School in consultation with the Sports Co-ordinator, the Head of Secondary and the Head of Primary.

3.1 Executive Membership of the School Based Sport Model

The number of Executive Members varies with the needs of each sport but the Executive comprises the Teacher Responsible (who will also coach or manage a team) and a representative from each team, who would normally be the coach but sometimes may be the manager. There should be at least one parent on the Executive either as a coach or manager or as a separate Parent Representative.

Example 1: Football Executive
- Chair - Teacher Responsible (possibly one of those below)
- Senior Boys Coach or Manager
- Senior Girls Coach or Manager
- Junior Boys Coach or Manager
- Primary Representative
- Parent Representative
- Captain(s) of Football

Example 2: Badminton Executive
- Teacher Responsible/Coach
- Coach
- Parent Representative

The Executive should meet at least three times each season (start, middle, towards the end).

3.2 Procedure for Appointment of the Executive for the School Based Model

The Head of School, in consultation with the Sports Co-ordinator, the Head of Secondary, the Deputy Head (Pastoral) and the Head of Primary, will approve the Executive structure for each sport and appoint the Teacher Responsible. Parents will be invited to join the Executive when vacancies arise. The Head of School, in consultation with the Sports Co-ordinator, the Head of Secondary, the Deputy Head (Pastoral) and the Head of Primary will appoint the Parent Representatives.

3.3 Role of the Executive

- To devise the strategy for development of that sport in the School over five years (with assistance from the Sports Co-ordinator).
- To plan the year or season in that sport (with assistance from the Sports Co-ordinator); this includes teams participating, competitions involved, major trips, requirements for equipment, training facilities, training schedule, uniforms, personnel, grounds, specialist input (recommendations to the Sports Co-ordinator).
- To prepare a budget to ensure the season is self funded.
- To allocate a specific tasks for Executive members.

3.4 Role of the Sports Co-ordinator for the School Based Sport Model(s)
· To make fixtures (other than SWISSA) where appropriate.
· To provide umpires and referees where appropriate.
· To confirm staffing with Deputy Head (Pastoral) and Head of Primary.
· To identify students playing the sport.
· To complete calendar entries and bus bookings.
· To timetable for the use of facilities for training and games.
· To keep a central record of results.
· To budget for equipment, uniforms and First Aid Kits.
· To collate and store equipment in the off season.
· To give assistance in planning.
· To provide seminars for coaches, players and umpires.

3.5 Role of the Teacher Responsible

· To chair (and drive) the Executive and its tasks.
· To ensure team selection is in accord with School Policy.
· To enter keynotes/notices.
· To monitor the care of equipment during the season.
· To activate Bonifacian and Grammarian reports.
· To direct students to extension opportunities.
· To help plan functions.
· To support and assist coaches.
· To provide Assembly reports.
· To ensure each adult coach and manager not currently employed by the School has a Police Clearance stored/current Working with Children card, or has applied for one. Copies of the card, or application, need to be stored with the Head of School’s Assistant in Administration.
· To ensure each coach or manager gets parents of students playing in their team to complete a medical form. (see Appendix 4)

Role of the Coaches

· To be responsible for team selection.
· To enter keynotes/notices.
· To coach a team.
· To monitor the care of equipment during the season.
· To activate Newsletter articles.
· To select and provide opportunities for Captains.
· To ensure score sheets are handed into the Sports Co-ordinator.

Note: Sports have particular structures and needs that will result in changes to these guidelines. For example, a Manager will be required for each team in some sports.
QUALITY INSTRUCTION

Provision of efficient coaching and match sessions are essential elements in the development of a valued co-curricular sport programme. The provision of quality instruction can be broadly categorised into three areas; planning, instruction and developing coaches.

Strategies for Planning:
- Consider the developmental stage of students (eg skill level, knowledge of the activity)
- Change language for the level of students
- Consider students’ motivations and expectations
- Decide on learning goals related to movement skills, knowledge and understanding, values and attitudes
- Write an overall management plan (use of space, time, safety, equipment and facilities)
- Analyse the tasks into components to be learned
- Select learning tasks and cues
- Review outcomes and evaluate the need for changes

Strategies for Instruction and Management:
- Analyse the task and plan its sequence for teaching
- Decide whether the whole skill or partial skills will be taught
- Consider the context in which the skill or strategy is used before practising it
- Make it more challenging by moving from static to dynamic, changing the number of players, and introducing defenders
- Plan to alter times, distances, heights as skills improve
- Introduce more complex techniques at a later stage.
- Keep time on management tasks (setting up equipment and organising various drills) to a minimum
- Keep students active as much as possible
- Keep instruction time for a specific skill to about 60-70 seconds and not more than three minutes
- Keep instructions simple and clear
- See that practice time has some fun elements
- Always include set warm up, stretching and cool down activities
- Discuss the Codes of Conduct at the first training session.
- Make behavioural expectations clear at the beginning of the season and revisit when necessary. Outline consequences of negative behaviour at the beginning of the season
- Include players when developing an outline of behavioural expectations.
- Use positive encouragement to reward positive behaviour
- When faced with negative behaviour speak to the player individually, away from the team where possible. Outline the behaviour concerned, the effect it has on the team and what the consequences will be if the behaviour persists.
- Where negative behaviour does persist liaise with the Teacher Responsible for the sport for advice as to appropriate action.

Strategies for Developing Coaches:
- Extend junior sport participation to include coaching opportunities
- Encourage high school students to assist in primary school sports programmes.
- Develop a mentoring system where experienced senior coaches guide inexperienced coaches
- Plan and communicate well so experience is positive for coaches
- Reward and recognise coaches
- Build relationships and partnerships among coaches
- Promote opportunities for coaches within the school community so people are aware of how they could help
- Provide training for coaches
- Resource coaches to the best of the School’s ability
MAKING SPORT SAFE

It is the responsibility of the School and every person involved in the Co-curricular sport programme to ensure that training and match sessions are conducted with the safety of all concerned as the utmost priority. The School and adults responsible for coaching or managing should note the following strategies:

Strategies for ensuring Safe Physical Environments:
- The School will maintain surfaces such as fields, change rooms, and mediums (eg water)
- Managers and coaches will inspect all venues for hazards, correct these where possible or make decisions as to whether training or games should be cancelled.
- Managers and coaches will ensure protective equipment is used for training and competition (helmets, pads, mouth guards etc).
- Managers and coaches will ensure equipment used is suitable for the activities, the participant’s size and development, and is fitted and used in accordance with the manufacturer’s instructions.
- Teachers Responsible for the sport will maintain equipment and replace it when inadequate.
- The School will provide coaches, players, parents and administrators with school policies for:
  - What to do in adverse weather conditions (Lightning Policy and Wet Weather Policy – Appendices 7 & 10 respectively)
  - Sun protection (Sunsmart Policy – Appendix 9)

Strategies for ensuring Safe Training and Competition:
- Managers will ensure that players have completed Medical forms with registration. Coaches and/or Managers will collect and keep this information safely. (see Page 11, the Role of the Manager)
- Coaches will prepare students for their sport through quality, safe training methods with a focus on fun and enjoyment.
- The School will provide coaches with education on safe training practices.
- Coaches will ensure the training programmes do not overload students.
- The School will require coaches to monitor for early warning signs of negative outcomes (eg changes in mood and behaviour) and when warning signs are presented, investigate causes and alter workloads until the issue is resolved.
- The School and coaches will formally discourage unsafe practices.
- Coaches will reduce the risk of infection for students by ensuring students do not share personal items (eg drink bottles, mouthguards, towels).
- The School, coaches and managers will not allow the taking of performance enhancing drugs or doping practices by students.

Dealing with Injury and Illness:
- Coaches (or managers if appointed) are responsible for ensuring the team first aid kit is accessible both at training and games. Should items need replacing the Teacher Responsible for the sport must be notified.
- Coaches must follow the guidelines in ‘the Management of Student Illness and Injury at Bunbury Cathedral Grammar School’ and the School’s ‘Hygiene and Blood Policy’ when dealing with a student’s mild illness or injury (Appendix 5). For severe or emergency illness/injury medical assistance should be sought whenever there is any doubt about the safety of a student.
- An ‘Illness Report Form’ of ‘Accident Report Form’ (Appendices 6 and 2) must be lodged by the coach/manager for any illness/injury suffered by a student at training or at games.
- Any injury or fall where major forces, distances or awkward landings are involved should be medically assessed, even if there are no obvious external injuries. Coaches and managers will always contact parents as soon as possible in such a situation.
- Any loss of consciousness must be taken seriously. In particular, loss of consciousness due to a blow to the head (even for a moment) could be an indicator of concussion.
Parents should be contacted immediately.
Medical advice should be sought.
If there has been a blow to the head but no loss of consciousness what to do becomes more subjective. If there has been a major force, medical advice should be sought. If there has only been a minor force (small impact) and there are no other indicators such as:
- dizziness
- nausea
- confusion
- double vision
- dilated pupils
then monitoring is all that is required but always notify parents.

**Key Points**
- Offering a sport experience places a legal obligation on organisers to provide safe conditions.
- Adverse weather conditions require decisions about whether to alter, cancel or postpone activities.
- Over-training and competing is preventable when coaches monitor for early warning signs and quickly adjust workloads.
- Pre-involvement screening is required to indicate juniors with chronic medical conditions. This information must be made available to coaches who are required to know how to adjust activities and handle emergencies.
- Other than prescription drugs prescribed by a medical practitioner, students will not be allowed to take performance enhancing or any other illegal drugs.
- In sports requiring low weight and leanness, students must be assisted with healthy practices.
- Protecting students and providing a happy and well controlled sport environment will help to produce junior athletes who will want to move into senior levels of their sport and/or make a long term commitment to stay in sport.
STANDARDS AND CODES OF CONDUCT

Players, coaches, manager and officials who are involved in the co-curricular sport programme at BCGS are inevitably representing the School. While this will usually involve current students, staff and parents of the School there will be occasions and circumstances when members of the wider community are involved in playing for, or providing support to, School teams. Every person involved with Grammar School teams is expected to uphold the values and standards of the School. Codes of Conduct have been developed that provide general outlines of the standards expected for those involved in the co-curricular sport programme. In addition to conduct, players are expected to adhere to the uniform guidelines as outlined in the School Handbook.

1 SPORT UNIFORM GUIDELINES (to be read in conjunction with the School Handbook)

The following guidelines are applied when BCGS students are involved in both sport training and game sessions.

Sport and Physical Education Lessons

All students must wear appropriate school Physical Education clothing as per Clothing List, including footwear. Only non-marking sports shoes may be worn.

School Teams

Students representing a school team for an official match must wear the official uniform.

Training

For team training, the team uniform, school sports uniform or appropriate sports clothing must be worn.

When travelling to and from sports venues away from school, and on the bus, after training at school, students must wear:

- normal school uniform as per clothing list;
- full tracksuit with sandshoes/boots.

School team uniforms, school sports uniforms and full school tracksuits are approved by the School Uniform Committee and are provided to students on loan through the Sports Co-ordinator, while other uniform items are available to buy from the Clothing Shop. Changes to official school uniforms can only be made with theapproval of the Head of School and the School Uniform Committee. The School encourages input from students, parents, teachers and coaches with regard to improving or modifying sport uniforms. Suggestions must be passed on to the Head of School for referral to the School Uniform Committee.

2 CODES OF CONDUCT

All participants in School co-curricular sport must respect the rights, dignity and worth of all participants regardless of their gender, ability, cultural background or religion.

For Players

- Always play by the rules
- Never argue with an official. If you disagree, have your captain, coach or manager approach the official during a break or after the competition.
- Control your temper. Verbal abuse of officials and ‘sledging’ other players, or deliberately distracting or provoking an opponent are not acceptable or permitted behaviours in any school sport.
- Work equally hard for yourself and/or your team. Their team’s performance will benefit and so will they.
- Be a good sport. Applaud all good plays whether they are made by your team or the opposition.
· Treat all participants in your sport as you like to be treated. Do not bully or take unfair advantage of another competitor.
· Co-operate with your coach, team-mates and opponents. Without them there would be no competition.
· Participate for your own enjoyment and benefit, not just to please parents and coaches.

For Parents
· Remember that children participate in sport for their enjoyment.
· Encourage children to participate, do not force them.
· Focus on the child’s efforts and performance rather than winning or losing.
· Encourage children always to play according to the rules and settle disagreements without resorting to hostility or violence.
· Never ridicule or yell at a child for making a mistake or losing a competition.
· Remember that children learn by best examples.
· Appreciate good performances and skilful plays by all participants.
· Support all efforts to remove verbal and physical abuse from sporting activities.
· Respect officials’ decisions and teach children to do likewise.
· Show appreciation for volunteer coaches, officials and administrators. Without them your child could not participate.

For Coaches
· Remember that young people participate for pleasure and winning is only part of the fun.
· Never ridicule or yell at a young player for making a mistake or not coming first.
· Be reasonable in your demands on players’ time, energy and enthusiasm.
· Operate within the rules and spirit of your sport and teach your players to do the same.
· Ensure that the time players spend with you is a positive experience. All young people are deserving of equal attention and opportunities.
· Avoid overplaying the talented players; the just average need and deserve equal time.
· Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of all players.
· Display control, respect and professionalism to all involved with the sport. This includes opponents, coaches, officials, administrators, the media, parents and spectators. Encourage players to do the same.
· Show concern and caution toward sick and injured players. Follow the advice of a physician when determining whether an injured player is ready to recommence training or competition.
· Obtain appropriate qualification and keep up to date with the latest coaching practices and the principles of growth and development of young people.
· There should be no physical contact between a coach and student, apart from in an emergency situation where a person’s safety is at risk, or if the contact is necessary for a player’s sports skill development.

For Teachers
· Encourage young people to develop basic skills in a variety of sports and discourage over specialisation in one event, sport or playing position.
· Create opportunities to teach appropriate sports behaviour as well as basic skills.
· Give priority to free play activities, skill learning and modified sports over highly structured competition for primary school children.
· Prepare young people for intraschool and interschool competition by teaching them basic sport skills.
· Make young people aware of the positive benefits of participation in sporting activities.
- Keep up to date with coaching practices and the principles of physical growth and development.
- Read and use the latest coaching and teaching resources for junior sport.
- Help young people understand the difference between the junior competition in which they participate compared with professional sport.
- Help young people understand that playing by the rules is their responsibility.
- Give all young people equal opportunities to participate in administration, coaching and refereeing as well as playing.
- Support implementation of the School Co-curricular Sport Policy.

For Officials
- 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 the errors.
- Encourage and promote rules changes which will make participation more enjoyable.
- Be a good sport yourself. Actions speak louder than words.
- Keep up to date with the latest trends in officiating and the principles of growth and development of young people.
- Remember you set an example. Your behaviour and comments should be positive and supportive.
- Place the safety and welfare of the participants above all else.
- Give all young people a ‘fair go’ regardless of their gender, ability, cultural background or religion.

For Spectators
- Remember that young people participate in sport for their enjoyment and personal growth, not for your benefit.
- Applaud good performance and efforts from all individuals and teams. Congratulate all participants on their performance regardless of the game’s outcome.
- Respect the decisions of officials and teach young people to do the same.
- Never ridicule or scold a young player for making a mistake. Positive comments are motivational.
- Condemn the use of violence in any form, whether it is by spectators, coaches, officials or players.
- Show respect for your team’s opponents. Without them there would be no game.
- Encourage players to follow the rules and the officials’ decisions.
- Do not use foul language, ‘sledge’ or harass players, coaches or officials.

For Administrators
- Involve young people in planning, leadership, evaluation and decision making related to the activity.
- Give all young people equal opportunities to participate.
- Create pathways for young people to participate in sport not just as a player but as a coach, referee, administrator etc.
- Ensure that rules, equipment, length of games and training schedules are modified to suit the age, ability and maturity level of all ages of students.
- Remember that students participate for their enjoyment and benefit. Do not overemphasise 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, and not winning at all costs.
- Give a code of behaviour sheet to spectators, officials, parents, coaches, players and the media and encourage them to follow it.
- Remember you set an example. Your behaviour and comments should be positive and supportive.
- Make it clear that abusing young people in any way is unacceptable and could result in disciplinary action.
- Support the implementation of the School Co-curricular Sport Policy.
FUNDING AND FEES FOR EACH SPORT

Each School sport club must be self-funding for the season for running expenses; this is one of the roles for the Teacher Responsible. This will include association fees, registration fees, charges for the hire of facilities, equipment costs, umpiring and refereeing fees, sets of playing strip-s, trophy fees and any other charges directly related to the running of the sport.

The Teacher Responsible will calculate the total expenses for the season, and set the annual fee to cover these expenses. For example, for a hockey season:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration fees</td>
<td>$320.00</td>
</tr>
<tr>
<td>Insurance fees (covered by the School for Hockey)</td>
<td>$0.00</td>
</tr>
<tr>
<td>Umpiring fees (15 games x $10 per game)</td>
<td>$150.00</td>
</tr>
<tr>
<td>Turf Training (5 x $40)</td>
<td>$200.00</td>
</tr>
<tr>
<td>Turf Hire – Matches (15 x $20)</td>
<td>$300.00</td>
</tr>
<tr>
<td>Equipment fees (estimate - $200 per team)</td>
<td>$200.00</td>
</tr>
<tr>
<td>Trophies</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

Total $1,220.00

Charges to each student = $1,220 ÷ 14 = $88

These fees are to be published in the Newsletter at the beginning of the season and a list of student accounts to be charged is to be handed in to the Accounts Office. The list should include student names and School student numbers.

These fees would not be expected to cover the cost of maintaining physical facilities associated with the sport (e.g., capital development items such as the provision of fields, pavilions, or the provision of goal posts, or goals). Such teams would need to be provided by School funds and in some cases would need to be built into the School’s strategic plan. Nor would they be expected to cover the cost of bus transport should it be required.

All ordering of equipment and allocation of funds for a co-curricular sport is to be done by the Teacher Responsible in liaison with the Sports Co-ordinator. This includes paying umpires. Any payment for coaches needs to be approved by the Head of School after approval by the Sports Co-ordinator.

The P&F can be approached for help in funding some equipment or uniform items (e.g., hockey goalkeeper equipment, sets of football tops). If this approach is to be made to the P&F, a submission needs to be made, by the Teacher Responsible, through the Head of School early in the year.

The funding of special, ‘one-off’ occurrences (e.g., cricket trips to another country) would need to be clearly established when a submission was put to the Head of School for such an event to take place. This would include any request for special fundraising events, or sponsorship to be sought. Such requests would be viewed in the light of other fundraising activities being undertaken by the School, and the School Policy on sponsorship. It should be noted that tours to other states or countries would need to be undertaken in line with the School Tours Policy.
POLICY ON SELECTION FOR COUNTRY WEEK

GENERAL

The School participates in the Country Week competition at the end of Term 2, currently sending teams in all sports other than Dance. Representing the School at Country Week has become a sought after privilege and there are a number of overall criteria which students must meet before they will be considered for Country Week selection, as well as a number of sports specific criteria. Selection is neither a right, nor is it automatic. The overall criteria for all prospective participants are:

- Students must be up to date with all of their work and be working to the best of their ability – a week away from classes is not something which is granted automatically.
- Students must be considered to be good ambassadors for the School.
- Students must have supported the School’s sports programme by representing the School teams for a number of years where possible, unless they have been given written permission form the Head of Secondary to play for another team. Selection for the Country Week team should be seen as the culmination of a student’s support for the School’s sports programme over a number of preceding years. Students who have not supported the School’s sports will generally not be considered for Country Week selection in that sport. Likewise, students who have not participated in a major ACC carnival when selected to do so, without valid reason, will generally not be considered for Country Week selection.
- Selection for Country Week teams is for Year 10 – 12 students. The selection criteria for Year 10 students will be more stringent than for Senior Secondary School students.
- There may be occasions when students in Year 9 might be considered for Country Week selection, only in order to make a team competitive when no older students are deserving of selection. Alternatively, it may happen to ensure that a particular team has a full complement of players. However, such selections will need to be approved by the Deputy Head (Pastoral) prior to the team being finalised.
- Students must be playing in either a School team (netball, volleyball and hockey) when playing in a competition where the appropriate School team is registered, or a community team (soccer, football) in that sport in the current season to be eligible for selection.
- Students must have played basketball for the School in the previous summer season to be eligible for selection for the Country Week basketball team.
- Students must have been regular attendees at the Country Week preparation training sessions and matches.
- Students must be available to attend the whole of Country Week.

Amongst other things, the above criteria are designed to prevent a student who has not represented the School team in a sport previously from being selected ahead of a student who has.

There may be other occasions when a student who does not fulfil all of these criteria is selected for a Country Week team to ensure that the team has a viable number of students participating. However, this selection should not be ahead of students who have supported the School’s sport programme, and can only happen with the permission of the Deputy Head (Pastoral).
SPORT SPECIFIC GUIDELINES

NETBALL, BASKETBALL AND HOCKEY

- The student must have represented the School teams in the sport regularly, over the period of time that the student is at the School, in the local competition where one is available. Alternatively, they may play for a club team in a different competition when they live in another district. This requirement may be waived if written permission from the Head of School has been gained not to play for the School team.
- They must commit to the Country Week training programme as designed by the coach.

SOCCER

- The student must have represented the School team in the ACC competition or the Champion Schools Cup competition.
- Preference will be given to those students playing soccer in the local community.
- They must commit to the Country Week training programme as designed by the coach.

FOOTBALL

- Students must have displayed a commitment to the Upper School Football Competition.
- The student must have represented the School in Lower School teams regularly, over the period of time that the student is at the School.
- Preference will be given to those students playing football in the local community.
- Students must commit to the Buccaneers Training programme as designed by the coach.

VOLLEYBALL

- Students must display a commitment to the School volleyball programme, including training sessions and games.
- The student must have represented the School in Lower School teams regularly, over the period of time that the student is at the School.

TOUCH

- Students must display a commitment to the School touch programme including training sessions and games.

DEBATING

- Students must have demonstrated a commitment to School debating teams through participation in the inter School debates on a regular basis over a number of years.
COUNTRY WEEK – SELECTION PROCEDURE

- Week 3 Term 1
  - Students at risk of being excluded from the Country Week team on the basis of attitude, poor behaviour or effort in previous School years are counselled and given specific areas to work on from the start of the year. These lists need to be checked by the Deputy Head (Pastoral) prior to the students being spoken to.
  - They will then be re-assessed at the end of Term 1.

- Week 6 Term 1
  - Students will be asked to nominate for Country Week teams by the Sports Coordinator.
    - Students must indicate their first and second preferences at the time of nomination.
    - Care will be taken to ensure that the new students to the School are aware of the process involved.
    - Nominations must be based on the above criteria.
    - Staff will vet the nominations and exclude any students not eligible for selection in particular sports based on the above criteria by the end of Term 1.
    - Students who are unlikely to make the team of their first preference should be informed as early as possible. These students will then be able to join the training squad for their second preference, with no penalty for their late start in the second squad.

- Week 4 Term 2
  - Meeting of coaches.
    - Provisional teams are published and teaching staff are asked to highlight any students who are at risk of not fulfilling the above criteria.
    - Students at risk of being excluded from the team, on the basis of incomplete work or poor behaviour, are counselled and where possible given the opportunity to correct the concern.
    - The students that were highlighted at the start of the School year will be re-assessed at this time and a decision made on their attendance.
    - The final decision on whether a student attends Country Week will be made by the Deputy Head (Pastoral), in consultation with the Sports Co-ordinator and the Teacher coaching the team.

- Week 6 Term 2
  - Teams are finalised prior to departure.
    - Students can still be withdrawn from teams after this date if major behavioural or other incidents occur.
APPENDICES

1 Accidents
2 Accident Report Form
3 Attendance
4 Confidential Student Information for Coach/Manager
5 Hygiene and Blood Policy
6 Illness Report From
7 Lightning Protection
8 Management of Student Illness and Injury
9 Sun Protection Policy
10 Wet Weather Policy
11 Whole School Policies
An accident is an incident which causes injury to a person, regardless of whether the action which caused the injury was intentional or unintentional.

In the event of an accident causing injury to a staff member, student or any other person on the School campus, or off campus at a School event, the first priority of a staff member is to attend to the health and safety of the injured person. In the case of accidents occurring at School, the staff member should administer appropriate first aid and then ensure that the injured person is seen by the School Nurse (during office hours). If the Nurse is unavailable, the staff member must ensure that suitable steps are taken to ensure the health and safety of the injured person (ie arrange for an ambulance if necessary). Parents of students should always be kept informed of significant accidents or injury, especially an accident likely to involve head, spinal or internal injuries, or other types of trauma. Wherever possible students involved in a substantial accident should be assessed by the School Nurse where possible.

An Accident Report Form must be filled in by the responsible staff member, after attending to the First Aid and contacting the parents of the injured person if at School.

Any injury that has the slightest potential to cause an ongoing problem for the injured person at some time in the future, must be reported to the School’s Public Liability Insurance underwriter by the Bursar’s office. This is particularly important for any head, spinal or internal injuries including bone fracture, but may include other injuries.

Mr M J Giles
Head of School
<table>
<thead>
<tr>
<th></th>
<th>FULL NAME OF INJURED:</th>
<th>STUDENT (SURNAME FIRST)</th>
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<tbody>
<tr>
<td>2</td>
<td>ADDRESS:</td>
<td>.................................................................</td>
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<tr>
<td>3</td>
<td>NATURE OF INJURY:</td>
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<td>4</td>
<td>DATE AND TIME OF ACCIDENT:</td>
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<td>5</td>
<td>PLACE:</td>
<td>.................................................................</td>
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<td>6</td>
<td>HOW DID THE ACCIDENT OCCUR?:</td>
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<td>7</td>
<td>HAS THE INJURY NECESSITATED THE STUDENT BEING ABSENT FROM SCHOOL?:</td>
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</tr>
<tr>
<td>8</td>
<td>NAME OF WITNESSES, (IF ANY):</td>
<td>.................................................................</td>
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</tbody>
</table>

SIGNED: .............................................  DATE: .............................................

DUTY TEACHER: .................................................................

HEAD OF SECONDARY SIGNATURE: .................................................................

Accident reported to School’s Public Liability Insurance Underwriter: Yes ☐ No ☐

Signed .................................................................  Date .............................................

**NOTE:** Please Return Form to Bursar for Insurance File
BUNBURY CATHEDRAL GRAMMAR SCHOOL

CO-CURRICULAR SPORT – ATTENDANCE POLICY

For both summer and winter sports students who know that they will miss a training session or game, must inform their coach or manager in advance. If a student misses a training session or game without a satisfactory explanation the coach, in consultation with the manager, may apply an appropriate sanction; this may include missing part or all of the next game.

The manager of a team, or the coach in the absence of a manager, is responsible for monitoring student attendance at both training and games.

Mr M J Giles
Head of School
APPENDIX 4

BUNBURY CATHEDRAL GRAMMAR SCHOOL

STUDENT INFORMATION FOR COACH/MANAGER
BCGS SPORTS TEAM

STUDENT NAME ___________________________ YEAR ___________

PARENT or GUARDIAN CONTACT NUMBERS

Mother
__________________________________________
PLEASE PRINT NAME
(h) ___________________ (w) ________________ (mobile) ________________

Father
__________________________________________
PLEASE PRINT NAME
(h) ___________________ (w) ________________ (mobile) ________________

Guardian
__________________________________________
PLEASE PRINT NAME
(h) ___________________ (w) ________________ (mobile) ________________

Emergency Contact
__________________________________________
(Please Print Name) PHONE NUMBER

Any medical information the coach/manager needs to know relating to a student playing this sport. Include any medication, allergic reactions or relevant illnesses (eg asthma).
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

MEDICAL COVER

Medicare Number: ___________________________

Medical Cover: Private Public (please circle one)

Choice of Hospital Treatment: Private Public (please circle one)

PARENT/GUARDIAN – PLEASE PRINT ___________________________

PARENT/GUARDIAN – SIGNATURE ___________________________

DATE ___________________________
BUNBURY CATHEDRAL GRAMMAR SCHOOL

HYGIENE AND BLOOD POLICY

All staff working in a school environment have a duty to educate students and must take all reasonable steps to safeguard against infection. It is the School’s responsibility to ensure that change rooms, toilets, living areas and class rooms are clean and tidy. Particular attention should be paid to hand basins, toilets and showers. Adequate soap, paper hand towels, refuse disposal bins and disinfectants must be available at all times.

Hand washing and hand care is considered to be the most important measure in infection control.

The standard procedures to be followed are:

• If a student has an open cut or abrasion they must receive immediate attention. It must be cleansed with suitable antiseptic and securely covered.

• All clothing, equipment and surfaces contaminated by blood must be treated as potentially infectious. Equipment and surfaces should be cleaned immediately. When cleaning up blood and body substances the following procedure should be followed:

  - gloves must be worn.
  - remove the bulk of the blood with absorbent material eg paper towel.
  - place paper towels in a separate sealed plastic bag and clean the spill site with a detergent solution.
  - mop or wipe the site with a 1:10 solution of bleach.

• Students and staff attending bleeding students should wear disposable gloves and glasses (safety glasses, sun glasses, reading glasses etc) to protect the eyes. Gloves must be changed and discarded:

  - as soon as they are torn or punctured.
  - after contact with each student.

• If a bleeding wound occurs during a game or play situation the student concerned should take no further part in the game until:

  - bleeding is stopped and a secure dressing is applied.
  - blood stained clothing is removed and the player concerned needs to change into clean attire.

• All blood stained clothing and equipment must be replaced.

• If blood does get onto the skin, irrespective of whether it is from cuts or abrasions, wash with soap and water or a 70% alcohol hand rub. If eyes are contaminated, rinse the area gently, but thoroughly, with eyes open with water or normal saline.

• Where possible allow the student to apply his/her individual dressing.

• Encourage all staff to be vaccinated against Hepatitis B and suggest parents confer with their own medical advisor about their children being vaccinated.

• Sharing of drink containers, shaving razors, tooth brushes, dental floss, face washers and towels must not occur.

• Sanitary pads and tampons must be disposed off in sanitary bins or double bagged.
• Portable disposable resuscitation devices should be available and accessible to the staff.

• Routine washing procedures involving hot water and detergents are adequate for decontamination of most laundry items. Gloves should be worn when handling or washing soiled linen. General utility gloves ie rubber household gloves are adequate. The gloves should be washed in detergent after use.

Mr M J Giles
Head of School
BUNBURY CATHEDRAL GRAMMAR SCHOOL

ILLNESS REPORT FORM

STUDENT NAME ___________________________________________________

DATE ________________________ TIME ________________

SYMPTOMS
- Asthma
- Headache
- Stomach Ache
- Menstrual Cramping
- Vomiting
- Diarrhoea
- Faint
- Sprain
- Cut/Wound
- Insect Bite
- Bee Sting
- Other – Specify

TREATMENT GIVEN ____________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

TIME(s) PARENT OR EMERGENCY CONTACT CALLED
________________________________________________________________
________________________________________________________________
________________________________________________________________

TIME RETURNED TO CLASSROOM OR SENT HOME
________________________________________________________________
________________________________________________________________

SIGNATURE _________________________________ DATE ____________
BUNBURY CATHEDRAL GRAMMAR SCHOOL

LIGHTNING PROTECTION

The Head of Secondary, for Secondary, and the Head of Primary, for Primary, have specific responsibility for monitoring the weather for the possibility of thunderstorms prior to or at a “whole school” outdoor event. The staff member who is coach or manager of a team or supervising an outdoor activity has this responsibility for an individual sport team or outdoor activity. The responsible person must initiate the lightning protection plan based on the “30/30 rule”.

When the flash-to-bang count between lightning and thunder approaches approximately 30 seconds all people who are outside must move into or remain inside safe shelters. The best choice for a safe shelter is a large fully enclosed building (eg. the Gymnasium for the Highway Oval, the toilet/store block (or from 2012 the Sports Pavilion) for Palmer Oval and change rooms/pavilions at Hay Park).

The responsible staff member must wait 30 minutes after the last sight of lightning or sound of thunder before the resumption of outdoor activity. Blue skies and lack of rain are not adequate reasons to resume activity in less than 30 minutes.

Because appropriate shelter for large groups is not readily available at Palmer Oval, large-scale outdoor activities (eg. athletics carnivals) must not be held at Palmer Oval, or similar venues beyond the School, if there is the likelihood of thunderstorms.

Mr M J Giles
Head of School

Ref: POL.003 – 09.10.02 (updated 3.3.2011)
GENERAL
All parents MUST complete in full the Medical section of the Student Confidential Information Forms on an annual basis. Any omissions may lead to inappropriate care for which the School cannot be held responsible. This must include one or two LOCAL contact phone numbers for contacting parents or guardians in case of an emergency. The School will send home copies of current medical and personal information to parents at the start of each year for checking, and then returning to the School. Parents will be able to update their emergency contact details at this time.

A list of students with significant medical problems will be displayed in the Staff Centre, the Primary Staff Room, the Health Centre, the Canteen (if relevant), the Café and the Boarding Office (if a Boarding student).

STUDENT ILL IN CLASS

EMERGENCY:
Patient cannot or should not be moved eg epileptic fit, spinal injury.

An adult must stay with the patient and a runner must be sent to the Administration Office. The runner must inform Administration staff what the emergency is and who is involved. Administration staff will contact the School Nurse to assist the adult caring for the injured student and the Nurse will confirm an emergency response.

SEVERE:
Eg Diarrhoea and vomiting, bad cuts, sprains, asthma.

If the secondary student is able to walk, they should be accompanied to the Administration Office by a teacher or nominated student, prior to reporting to the Health Centre. Primary students will be accompanied by a teacher or nominated student in reporting directly to the Health Centre.

MILD:
Eg Headache, period pain, mild sprain.

A Secondary student is accompanied by a nominated student to the Secondary Administration Office, prior to reporting to the Health Centre. A Primary student may be accompanied by a teacher or nominated student in reporting directly to the Health Centre.

STUDENT ILL AT HEALTH CENTRE
A log is kept of all attendances and outcomes.

EMERGENCY:
The Nurse, or nominated relief staff, member will:
• Attend to the student.
• Call for an ambulance.
• Inform the relevant Administration Office.
• Call for help from assigned persons (Head of School, Head of Secondary, Head of Primary, Deputies, Heads of House).
- Check computer details for any Alerts.
- Contact parents and the Deputy Head (Pastoral) or the Primary Deputy Head to inform brothers/sisters of the event.
- Inform the Chaplain and the Counsellor.
- Fill in an Illness Report form for the School records.

**SEVERE:**
The Nurse, or nominated relief staff member, will:
- Call for an assigned helper to attend to the student. (Deputies, Head of House).
- Check computer details for any Alerts.
- Call parents or local contact persons or Boarding duty staff member to collect the student.

**MILD:**
- Assess the student and record the details in the Sickbay Records book in the Health Centre.
- Call parents or the local contact person, or Boarding duty staff member to notify if necessary, including any case of recurring, short stay illnesses. They may wish to collect the student.
- If a student stays in the Health Centre, they will be reviewed after 30 minutes and if still ill, parents, or the local contact person, or the Boarding duty staff member will be telephoned to collect the student.

**GENERAL POINTS**

1. No internal medicines (e.g., paracetamol, ibuprofen) will be issued by the School without the permission of a parent, preferably in writing (including email).
2. No student will be taken to a doctor or a hospital in a private car in what is judged to be an emergency. An ambulance will be called.
3. **Sports field injuries**
   Response will be as per guidelines ‘Student Ill in Class’. Assistance with an ‘after hours on campus sporting emergency’ should be sought from Boarding. See previous section “Student Ill in Class – Emergency”.
4. **Medications**
   - **Primary Students**
     Medications are not to be carried by students with the exception of an Epipen, Anapen or asthma medication. Parents are required to leave all other medications at the Health Centre and complete the ‘Medication – Primary Students’ form with instructions. Medication must be in its original container and clearly labelled with the student’s name and dose.
   - **Secondary Students**
     Medications may be left at the Health Centre. Parents must complete a “Medication – Secondary Student” form with instructions. Medication must be in its original container and clearly labelled with the student’s name and dose. Secondary students who need to must carry Epipens, Anapens, antihistamine and asthma medication with them, either carried in a bag by the student (e.g., a hand bag worn on the hip) or carried in the student’s School bag. Epipens and Anapens must not be left in lockers, as the quicker the administration of adrenaline in the case of an anaphylactic emergency, the better the recovery.
   - **Primary & Secondary Students**
     Asthma Puffers – may be carried by all children at all times. Parents or children with significant medical problems and/or children who require regular medication, need to keep the Administration and the School Nurse updated at all times (e.g., diabetes, moderate to severe asthma, anaphylactic reactions, epilepsy). Parents are responsible for any medication that may need to be administered and for instructions on its use. An ‘Action Plan’ should be provided to the School is one is necessary to provide adequate care for any student.
PLEASE NOTE
The very best possible care will be given to students and common sense will be used in large measure, but if a student is persistently unwell, he/she will need to be collected and taken home. The School is neither a medical Health Provider nor is it able to supervise or nurse unwell students for any length of time.

Parents are asked not to send a student to School if the student is unwell and unable to attend normal lessons. Students who have colds or influenzas which are easily spread to other should not be sent to School.

Mr M J Giles
Head of School
INTRODUCTION

Australia has the highest rate of skin cancer in the world. It is estimated that more than 75% of all skin cancers could be prevented by practising sun protection in early childhood and adolescence.

Schools and teachers owe to the students under their control and supervision a responsibility to take reasonable care for the safety of these students. Reasonable care, or duty of care, means that schools and teachers must respond to all elements of foreseeable risk and take reasonable steps to ensure that a student does not risk injury and that the health of the student is not put at risk.

Due to Australia's high skin cancer rate and the publicity surrounding careful sun protection practices such as 'Slip, Slop, Slap' and 'No Hat, No Play', it would be reasonable to expect that sun protection of both students and staff would form part of a school's duty of care.

This Sun Protection Policy has been developed to ensure that all students and staff at this School are protected from over exposure to harmful UV radiation from the sun. The policy will be implemented throughout the year but with particular emphasis during Terms 1 and 4. The sun protection practices outlined in this policy will be applied to all School activities, including sport carnivals and games, sport training, excursions and camps.

POLICY STATEMENT

The School requires students to wear a School approved hat on the following occasions:

- Whenever Primary School students are outside in the sun during Terms 1 and 4.
- Whenever Secondary School students are playing games on the Highway Oval or the Hard-court area at Morning Break or Lunch Time during Terms 1 and 4.
- Whenever Secondary students are outside in the sun during Physical Education periods or Sport periods or for co-curricular sport during Terms 1 and 4.
- Whenever students are outside in the sun on excursions or on camps or at sport carnivals.

The School actively encourages students to wear the School's broad brimmed hat whenever they are outside, particularly during Terms 1 and 4.

The School actively encourages students to use available shade when outdoors. Adequate shade will be provided by the School at outdoor sport carnivals. The School is committed to the goal of providing shade in areas where students congregate in large numbers.

The School actively encourages students to wear sun protection clothing whenever swimming outdoors eg. rash vests, shirts with collars and longer sleeves.

The School will provide easy access to SPF 30+ broad-spectrum, water-resistant sunscreen whenever students and staff are involved in outdoor activities during Terms 1 and 4, and actively encourage its use prior to sun exposure and regular re-application during prolonged sun exposure.
Broad brimmed hats, sun protective clothing and sunscreen will be listed as required items when written information is given for all School excursions and camps where students will be exposed to the sun at a dangerous time of the day or year.

Sun protection will be considered whenever the School is planning outdoor activities, including timing of the activity.

Sun protection will be regularly promoted via daily Keynotes and the weekly School Newsletter, particularly during Terms 1 and 4.

Sun protection and skin cancer awareness programmes are incorporated into the School’s Health & Physical Education curriculum for appropriate Year groups.

Staff are expected to be good role models for students and as such should model sun protection behaviour in accordance with this policy. Staff are requested and encouraged to wear broad brimmed hats when outside, including when on duty, excursions or camps, or at sport carnivals, games or training. Staff who work predominately outside (eg. Physical Education Teachers, Ground Staff) are required to wear broad brimmed or legionnaire style hats when outside during Terms 1 and 4. The School's Occupational Safety and Health Policy should be read in conjunction with this policy as far as staff members are concerned.

Parents will also be encouraged to be good role models for students by modelling sun protection behaviour in accordance with this policy.

Mr M J Giles
Head of School

Ref: POL.045 - 9.6.04 (updated 5.5.11)
BUNBURY CATHEDRAL GRAMMAR SCHOOL

CO-CURRICULAR SPORT – WET WEATHER POLICY

If in the opinion of a coach the weather conditions are sufficiently inclement to prevent normal training to proceed safely, the coach must supervise the students concerned while they do a suitable alternative activity at a safe venue. Students must not be dismissed until the normal time for training to end. This ensures that the School and the staff member concerned are meeting their duty of care to the students.

Mr M J Giles
Head of School
BUNBURY CATHEDRAL GRAMMAR SCHOOL
CO-CURRICULAR SPORTS MANUAL
PARTICULARLY RELEVANT WHOLE SCHOOL POLICIES

These policies are available in Primary and Secondary Staff Areas and the Administration Office.

1. Aquatic Activities – Checklists for Excursions
2. Businesses – Policy for using School Family and Local Businesses
3. Bullying - Policy
4. Co-curricular, the Philosophy of
5. Complaints Policy
6. Discrimination & Harassment – Policy on
7. Ethos of BCGS
8. Media Policy
9. Medical Policy
10. Sponsorship – Advertising
11. Tours – International & Interstate