



Mount Anville

Montessori Junior School

2½ -12 years

Code of Conduct for Children's Sport at Mount Anville Montessori Junior School

Please ensure that you read and abide by our Child Protection Policy/Statement, Health & Safety Statement and our Code of Behaviour which is on our website: mountanvillemjs.ie

Core Values in School Sport

Integrity in Relationships:

Teachers, coaches and adults interacting with children in school sport must do so with integrity and respect for the child. All adult actions in sport should be guided by what is best for the child. Verbal, physical, emotional or sexual abuse of any kind is unacceptable within sport.

Principle of Fair Play:

Ireland has contributed, and is committed, to the European Code of Sports Ethics, of which fair play is the guiding principle. Fair play is defined as: "much more than playing within the rules. It incorporates the concepts of friendship, respect for others and always playing with the right spirit. Fair play is defined as a way of thinking, not just behaving." (European Sports Charter and Code of Ethics, Council of Europe, 1993). It incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), sexual harassment and abuse and excessive commercialisation. Our school strives continuously to adhere to this key principle when conducting sports activities.

Atmosphere and Ethos:

Children's sport must be conducted in a safe, positive and encouraging atmosphere. A child-centred ethos helps to ensure that competition and specialisation are kept in their appropriate place. Too often competitive demands are placed on children too early, and results in excessive levels of pressure on them, with the consequence of high levels of drop out from sport.



Our teachers, coaches and parents have an overall responsibility to take the steps necessary to ensure that positive and healthy experiences in sport are provided for the pupils in their care.

Equality:

All children in our school are treated in an equitable and fair manner, regardless of age, ability, religion, social and ethnic background or political persuasion. Children with disability are involved in sports activities in an integrated way, thus allowing them to participate to their potential alongside other children.

Teachers and coaches are always mindful of pupil safety, both individually and collectively, in sports participation. If a teacher or coach excludes a pupil from a particular sports activity, for good safety reasons, it is not to be regarded as being contrary to the school ethos of integration and inclusion.

Guidelines for Teachers/Coaches/Parents

Mount Anville Montessori Junior School is committed to providing a safe and fair environment for all participating in sport. Our **teachers'** first priority is the welfare of their pupils, and we are committed to providing an environment which allows participants in our school's sporting activities to perform to the best of their ability, free from bullying and intimidation. The school has a duty of care for **coaches** working with pupils on behalf of the school to:

- be a role model for children, and maintain the highest standards of conduct when interacting with children, parents, officials and organisers
- encourage children to play by the rules
- always behave responsibly on the sidelines and not seek to unfairly affect the game or sport
- take care not to expose any player, intentionally or unintentionally, to embarrassment or disparagement by the use of flippant or sarcastic remarks
- respect referees, coaches, organisers, and other players
- not publicly question the judgement or honesty of referees, coaches or organisers
- teach children that honest endeavour is as important as winning, and do all they can to encourage good sportsmanship
- set a good example by applauding good play on both sides
- encourage mutual respect for team-mates and opponents.



Parents should support all efforts to remove abusive and bullying behaviour in all its forms:

- Child to Child – including physical aggression, verbal bullying, intimidation, or isolation;
- Adult to Child – including the use of repeated gestures or expressions of a threatening or intimidatory nature, or any comment intended to degrade the child;
- Adult to Adult – including verbal aggression towards other adults in order to achieve a beneficial outcome for own self or own child;
- Child to Adult – including repeated gestures or expressions of a threatening or intimidatory nature by an individual child or a group of children.

Garda Vetting and Qualifications

All teachers, coaches and parents working with pupils will hold the required qualifications for coaching their sport and will be in receipt of an up to date Garda Vetting certificate.

Guidelines for Coaches

Teachers have the ultimate duty of care to ensure that all coaches/selectors/team managers working with the school have as their first priority the children's safety and enjoyment of the sport, and adhere to the guidelines and regulations set out.

Coaches must respect the rights, dignity and worth of every child, and must treat everyone equally, regardless of gender, ethnic origin, religion or ability. A coach of school teams has a duty of care which is more onerous than that of a coach to an adult team. A coach must act as a role model, promote the positive aspects of sport, and maintain the highest standards of personal conduct.

Coaches should remember that their behaviour to players, other officials, and opponents has an effect on the players in their care. Coaches should be generous with praise, and never ridicule or shout at players for making mistakes or for losing a game. Care must be taken not to expose a child intentionally or unintentionally to embarrassment or disparagement by use of sarcastic or flippant remarks about the child or his/her family. Physical punishment or physical force must never be used. Coaches should never punish a mistake – by verbal means, physical means, or exclusion. All young players are entitled to respect.

Coaches should be careful to avoid the "star system"; each child deserves equal time and attention.

Coaches must insist that players in their care respect the rules of the game. They



must insist on fair play, and ensure that players know that cheating or bullying behaviour will not be tolerated. Coaches must encourage the development of respect for opponents, officials, selectors and other coaches, and avoid criticism of fellow coaches.

Coaches must remember that our pupils play for fun and enjoyment, and that skill and playing for fun have priority over highly structured competition. Coaches must never make winning the only objective. Coaches must set realistic goals for the team and for the individual players, and not push young players; a safe and enjoyable environment must be created.

It is required for all coaches to report to the PE department

- attendance at training
- injuries and actions taken
- problem/action/outcome if behavioral problems arise and a young player has to face disciplinary procedures which the PE department will deal with.

Teachers/Coaches have the following Responsibilities:

Personal behaviour

- To behave in a way which sets good example and presents a positive role model for children and young people; not in any way to reward, demonstrate personally, nor condone in others unfair play, and to take appropriate sanctions against this type of behaviour.
- To ensure that their own level of training and qualification is appropriate to the needs of the child as he or she moves through different stages of sporting commitment.

When working with children

- To put as a first priority the health, safety and welfare of the child, and to ensure that such considerations come before vicarious achievement, or the reputation of the school, coach or parent.
- To provide a sporting experience for children that encourages a life-long commitment to health-related physical activity.
- To avoid treating children simply as small adults, but to be aware of the physical and psychological changes that occur during maturation, and how these affect sporting performance.
- To avoid placing on a child expectations unrelated to his or her capacity to meet them.



- To make the enjoyment of the participant a priority, and never to place undue pressure which impinges on the rights of the child to choose to participate.
- To take as much interest in the less talented as in the talented, and to emphasise and reward personal levels of achievement and skill acquisition in addition to more overt competitive success
- To encourage children to devise their own games with their own rules, to take on the roles of the coach, official, and referee, in addition to participant; to devise their own incentives and sanctions for fair and unfair play, and to take personal responsibility for their actions
- To provide the child and child's family with as much information as possible to ensure awareness of the potential risks and attractions of reaching levels of high performance.

Signature: _____

Date: _____

