

# *Template for National Sporting Organisation to write Junior Sport Policy*

## **How to use the Junior Sport Policy Template**

This template takes the reader through the process of putting together a junior sport policy. It outlines the range of options to be considered in order to tailor the policy to the specific needs of the organisation.

To complete the **Junior Sport Policy Template**, you will need to open or download this file. You will also need to look through the **Junior Sport Guidelines** to familiarise yourself with the content. The **Junior Sport Policy Checklist** takes you through the topics in the *Guidelines* asking questions to help you make sure you are covering all areas.

You can modify the template to meet your needs, while making sure the principal topics requiring consideration are included in the organisation's policy. Instructions below will assist in modifying the template.

## **Information you need for the Junior Sport Policy Template**

Before starting to modify the template you will need to

- print copies of the *Template*, *Guidelines* and *Checklist*
- read and discuss the *Guidelines* and *Checklist* with key personnel in your organisation (eg executive, board members, other representatives)
- consider and organise the material (eg current policies) to be added to the template.

The numbering within the *Template*, *Guidelines* and *Checklist* align, to simplify searching for information within the documents.

## **Instructions for customising the Junior Sport Policy Template**

You are now ready to modify and personalise the template to suit your organisation's needs. The following sequence is suggested

1. Open the three word documents (*Guidelines*, *Template*, and *Checklist*)
2. You will now need to replace, insert or amend the clauses contained in the **Junior Sport Policy Template**. Start by writing a short introduction to your policy using the example provided for ideas.
3. Choose the topics you need for your policy. You might use some or all of the topics in your template.
4. For your first topic, provide a short introduction using the example and the **Junior Sport Guidelines** to assist you.
5. Read the strategies suggested in the *Guidelines* (in boxes coloured orange and numbered according to the issue dealt with) and compare with your current and past practices. Now use the template to make your recommendations for best practice contemporary junior sport.
6. Use the **Junior Sport Policy Checklist** to make sure you covered all important areas.

# ***Junior Sport Policy for (insert name of sport and date)***

## ***Introduction***

### **Instruction**

Provide an introduction to your policy. An example is provided below. Use this or write your own.

### **Example**

The purpose of this junior sport policy is to assist in the provision of quality sport experiences for young people. It will encourage the provision of safe, enjoyable and accountable environments for everyone involved in junior sport.

As *duty of care* issues become increasingly important, junior sport providers must be familiar with, and put into practice, procedures to ensure young people have a positive experience in their sport. The health and welfare of junior participants must be central to all objectives which include providing:

- 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 young people.

The guidelines contain guiding principles to assist in achieving objectives. They are provided in the following topics.

- Long-term Involvement
- Getting Young People Involved
- Physical Growth and Maturation
- Sport Pathways
- Forming Links
- People Making It Happen
- Quality Coaching
- Making Sport Safe
- The Law and Sport

## Long-term Involvement

### Instruction

Provide your key messages for *Long-term Involvement*. An example is provided below. You might use this or write your own using the *key points* in the grey box in the *Guidelines*

### Example

Getting young people active is important because it is an integral component of a healthy lifestyle. Sport assists in preventing lifestyle diseases and promotes physical, psychological and social well-being.

Quality experiences in junior sport provide the entry to a lifelong involvement in sport for

- enjoyment and recreation with pleasurable social involvement
- fulfilling individual potential in sport.

An understanding of what young people look for in sport helps us provide positive experiences that encourage young people to remain active participants throughout their lives.

## 1. Strategies for Long-term Involvement

### Instruction

Insert your strategies here. You might use some of the ideas provided in the strategies boxes in the *Guidelines*.

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## Getting Young People Involved

### Instruction

Provide your key messages for *Getting Young People Involved*. An example is provided below. You might use this or write your own using the *key points* in the grey box in the *Guidelines*.

### Example

Sport provides an opportunity to develop physical, social and emotional abilities and therefore should be accessible to all young people. A wide variety of skills and abilities developed in sport transfer to non-athletic careers and sport influences social factors such as community pride, identity, and leisure.

Marginalisation still occurs on the basis of disability, ethnicity, gender and sexuality, geographical location, Indigenous background, social class and socio-economic status. A less obvious factor that shapes participation, but one of growing importance, is the way young people perceive their body image.

Recognising the difficulties from the perspective of young people, and the restrictions they have on being involved, allows sports to meet the challenge of all young people having the fundamental right to be involved in sport. Meeting legal obligations related to equity of opportunity must also be considered.

## 2. Strategies for Getting Young People Involved

### Instruction

Insert your strategies for all issues. You might use some the ideas provided in the strategies boxes in the *Guidelines*.

- 2.1 Ability
  - 2.2 Body Shape
  - 2.3 Disability
  - 2.4 Ethnicity
  - 2.5 Gender and Sexuality
  - 2.6 Geographical Location
  - 2.7 Indigenous Australians
  - 2.8 Socio-economic Status
  - 2.9 Equity of Opportunity
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## Physical Growth and Maturation

### Instruction

Provide your key messages for *Physical Growth and Maturation*. An example is provided below. You might use this or write your own using the *key points* in the grey box in the *Guidelines*.

### Example

Physical activity is essential for the normal growth and development of the child. However, there are potentially harmful effects for young athletes through the impact of intense training. This can adversely affect the dynamics and timing of growth and physical maturation. Determining when children are ready for more intense training and competition is a duty of care required of sports leaders.

Growth is a complicated process because parts of the body mature at different rates, and periods of growth vary considerably between individuals. This differential growth of various body parts has a major influence on the performance of motor skills.

Maturation is the genetically programmed series of changes leading to maturity. Tissues and systems mature at different rates and although every child passes through all the stages of maturation in the same order, there is great variation in developmental rates and the length of time taken to pass from an initial stage to a final stage. Chronological age is of limited value in determining levels of maturity for children.

### 3. Strategies for Physical Growth and Maturation

**Instruction**

Insert your strategies here. You might use some of the ideas provided in the strategies boxes in the *Guidelines*.

- 3.1 Accommodating Physical Growth and Maturation - Training/Practice
  - 3.2 Accommodating Physical Growth and Maturation - Competition
  - 3.3 Talent Development
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## SPORT PATHWAYS

**Instruction**

Provide your key messages for Sport Pathways. An example is provided below. You might use this or write your own using the *key points* in the grey box in the *Guidelines*.

**Example**

Years 5 to 17 are a time of tremendous development for young people on all levels - physically, psychologically, emotionally and socially. Planning for the progressive development of sports skills in young people requires consideration of

- identifiable stages of development
- different levels of ability
- different rates in gaining sports skills
- different interests of young people in sport.

It is the responsibility of sport leaders to manage the experiences available to young people so that activities and challenges are offered in a planned and sequential manner.

### 4. Strategies for Sport Pathways

**Instruction**

Insert your strategies here. You might use some of the ideas provided in the strategies box in the *Guidelines*.

**Table 1. Progression for Junior Sport**

**Instruction**

Fill in the table using the information provided in Table 1 in Guideline 4 and your own guides to help you. You might like to add some more topics in additional rows of the table. Other sources for ideas for completing the table include the Australian Cricket Board's Junior Sport Policy (2002: pages 6 - 12) and AFL's AusKick Manual for Coaches and Coordinators (2003: pages 66 -71).

	Broad Experiences	Progression	Specialisation	Recreational Participation
Ability				
Age Span				
Focus				
Considerations				
Individual Session Duration				
Session Frequency				
Session Contents				
Approach to Conditioning				
Competition				
Recognition				

## Forming Links

### Instruction

Provide your key messages for *Forming Links*. An example is provided below. You might use this or write your own using the *key points* in the grey box in the *Guidelines*.

### Example

Consultation and co-operation are essential for effective and efficient junior sport participation. A number of agencies have responsibilities for organising and conducting sport including sporting organisations, schools, commercial and non-profit providers, government (local, state and federal), and non-government agencies.

All of these are partners in junior sport and their cooperation and goodwill is vital to the successful delivery of junior sport. Consultation and cooperation provide many benefits including

- identifying gaps and overlaps in delivery and resolving cooperative approaches to them
- consistency in the provision of junior sport with regard to age groupings, competition rules etc

- sharing sports resources.

## 5. Strategies for Forming Links

### Instruction

Insert your strategies here. You might use some of the ideas provided in the strategies boxes in the *Guidelines*.

- 5.1 **Avoiding Gaps and Overlaps**
  - 5.2 **Achieving Consistency**
  - 5.3 **Sharing Resources**
  - 5.4 **Building Links**
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## People Making it Happen

### Instruction

Provide your key messages for *People Making it Happen*. An example is provided below. You might use this or write your own using the *key points* in the grey box in the *Guidelines*.

### Example

Participants in junior sport potentially come into contact with, and are influenced by, a diverse range of people including

- young people
- parents and carers
- teachers
- coaches
- officials (umpires, referees etc)
- administrators
- volunteers.

These people are an important resource in junior sport because they provide the necessary infrastructure for its delivery. They also determine the social atmosphere of sport.

The importance of their contribution cannot be underestimated because of the close relationship between the quality of leadership found in sport and the quality of the sport experience for young people.

## 6. Strategies for People Making it Happen

### Instruction

Insert your strategies here. You might use some of the ideas provided in the strategies boxes in the *Guidelines*.

- 6.1 Young People
  - 6.2 Parents and Carers
  - 6.3 School Teachers
  - 6.4 Coaches
    - Communication
    - Setting an Example
    - Developing a Coaching Philosophy
  - 6.5 Officials
  - 6.6 Administrators
    - Management
    - Working with Volunteers
    - Training Personnel
    - Leadership Succession
  - 6.7 Volunteers
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## Quality Coaching

### Instruction

Provide your key messages for *Quality Coaching*. An example is provided below. You might use this or write your own using the *key points* in the grey box in the *Guidelines*.

### Example

Understanding the learning process and the developmental stages in this process are necessary for quality junior sport experiences. Young people have preferences for how they like to learn, and their preferences might change depending on the type of task and their prior experiences.

Some might like to watch, listen and experiment, and others may like to try an activity first and refine their learning through feedback.

Young people typically learn more than one thing at a time. In the process of learning physical skills, young people also learn what behaviour is expected, how to work with others, and what they are good at.

Recognizing that learning is multi-dimensional is important. It highlights the complexity of acquiring skills and how broader social aspects of life impact on young people as they learn physical skills.

People in leadership roles should plan for each session and the season ahead. Planning should address not only what is presented but how it will be presented to optimize learning, safety and enjoyment.

## 7 Strategies for Quality Coaching

### Instruction

Insert your strategies here. You might use some of the ideas provided in the strategies boxes in the *Guidelines*.

### 7.1 Planning

### 7.2 Coaching Sports Skills

### 7.3 Coaching Sports Behaviours

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## Making Sport Safe

### Instruction

Provide your key messages for *Making Sport Safe*. An example is provided below. You might use this or write your own using the *key points* in the grey box in the *Guidelines*.

### Example

Sports organisers have a legal duty of care to not expose young people to risk in any aspect of providing the sports experience. Areas of concern for which advice, training and procedures (written where possible) should be in place include

- facilities and equipment
- the environment
- training and competition
- infectious diseases
- medical conditions
- drugs
- weight control
- dealing with emergencies

*This list may not cover all issues a sport should consider. Sports must do their own risk assessment to make sure they have covered all welfare-related issues.*

## 8. Strategies for Making Sport Safe

### Instruction

Insert your strategies for making sport safe. You might use some of the ideas provided in the strategies box in the *Guidelines*.

- 8.1 Facilities and Equipment
  - 8.2 The Environment
  - 8.3 Training and Competition
  - 8.4 Infectious Diseases
  - 8.5 Medical Conditions
  - 8.6 Drugs
  - 8.7 Weight Control
  - 8.8 Dealing with Emergencies
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## The Law and Sport

### Instruction

Provide your key messages for *The Law and Sport*. An example is provided below. You might use this or write your own using the *key points* in the grey box in the *Guidelines*.

### Example

To protect the welfare of young people in sport, organisations must be aware of the relevant legal issues and put safeguards in place. By doing this you will be protecting both your junior members and the organization.

The legislation relevant to the safety and welfare of participants in junior sport covers

- discrimination
- child protection
- drugs
- health and safety
- privacy.

All of this legislation emphasises the serious obligations undertaken by any person or organisation taking responsibility for the care and/or coaching of children.

The community and the courts have a high expectation that officers of organisations and members of management committees are ware of their legal obligations and taking steps to ensure compliance.

## 9. Strategies for Meeting Legal Obligations

### Instruction

Insert your strategies for meeting legal requirements. You might use some of the ideas provided in the strategies boxes in the *Guidelines*.

- 9.1 Discrimination and Sexual Harassment
- 9.2 Child Protection
- 9.3 Drugs in Sport
- 9.4 OHS Risk Management
- 9.5 Privacy