



ACC SPORT: POLICIES & GUIDELINES

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Age Classification

It is the policy of the ACC that students competing in ACC sport must be under 19 years of age as of 31st December. Students who have turned 19 years of age are not permitted to participate in ACC sport. It is also ACC policy that student participation is limited to "secondary school students" and that the minimum level for participation is enrolment in Year 7.

The age policy of the ACC exists to ensure the safety and wellbeing of ACC students competing in ACC events. The age policy is also in place to ensure a fair and equitable "playing field" in terms of competitor age range.

In the case of students whose age falls outside the policy it is recommended that their individual sporting needs be adequately catered for outside the ACC environment in community sport and recreation.

POLICY EXEMPTIONS

In exceptional circumstances, schools may seek an exemption from the ACC for individual students to compete in ACC events if their age falls outside the current policy. Exceptional circumstances would refer to things such as:

- Socio-economic barriers that may have prevented the student attending school within the normal age ranges e.g. refugee status, overseas student.
- Health/illness that may have prevented the student attending school over a normal age range and period.
- The following scenarios would not be considered for age exemption:
- Students who have repeated year levels will not generally be considered as having exceptional circumstances, except in the case of a student(s) having a significant and verifiable learning disability.
- Any student seeking an age exemption that has any significant physical characteristics (e.g. height/weight) that could create a possible safety risk or unfair advantage against other students will be ineligible for an age exemption.
- Any student that has been a state or national sporting representative will be automatically ineligible for an age exemption.

POLICY EXEMPTIONS PROCESS:

- Schools are to apply in writing to the Director of Sport for any age exemptions, stating the background and exceptional circumstances of the student(s) involved.
- The Director of Sport will review the application to ascertain if exceptional circumstances apply.
- If the Director of Sport finds that there are exceptional circumstances then the Director of Sport, where possible, will visit the school and meet with the student(s) in question to do a final verification check to ascertain whether they would be eligible for an exemption. This final check will be to ensure that the student in question does not have any significant physical characteristics (e.g. height/weight) that could create a possible safety risk or unfair advantage against other students.
- In the case of a country school the ACC will conduct a non-face-to-face review.
- If the Director of Sport rejects the application the school can request that another ACC school Principal and Head of Physical Education department independently review the matter. The decision of this independent review will be final.

MAJOR CARNIVALS AGE CLASSIFICATION:

- Age Group Cut off dates: As of 2015 all ACC carnivals will use the age cutoff date of 30th June. This is to bring the ACC age group cut off dates in line with the new school start age which was introduced for students born in 1997. The new age cut off dates are as follows:
- Age group calculation = 30th June: *for those born after 31st December 1996 i.e. born after 1996: these students will continue to use this age reference date for future years.*
- To preserve record status the previous records under old age group cut off systems of 1 October pre 1996 and 31 December pre 2010 have been maintained.
- Competitors are permitted to compete in an age group above their actual age group, provided that they compete in only one age group, for all events on the day. e.g., a competitor who qualifies to compete in U14, but elects to compete up in U15 for his or her first event, must remain up in U15 for all other events, including relays. The school must notify the ACC before the carnival that the competitor will compete up in a higher age group.

Cross Country

- U13, U14, U15, U16 and OPEN
- Inclusive: "Open Age" event conducted in conjunction with the U16 event.

Athletics:

- A, B, C, D & E Divisions – U13, U14, U15, U16, and OPEN
- F Division – U13, U14, U15, U16, and OPEN
- G, H & I Divisions – U13, U14, U15 and OPEN
- J Division – U13, U14, and OPEN
- Junior categories include U13, U14 and U15, *except G-J Divisions U13 & U14*
- Senior categories include U16 and Open, *except G-I Divisions U15 & Open.*

Swimming:

- A, B, C & D Divisions – U13, U14, U15, U16, U17, and Open
- E & F Divisions – U13, U14, U15, U16, Open
- G, H & I Division – U13, U14, U15, Open
- Junior category includes U13, U14 and U15, *except G-I Divisions U13 & U14*
- Senior category includes U16, U17 and Open, *except G-I Divisions U15 & Open*
- For medley relays, U13 swimmers are categorized as JUNIOR.

RECORDS and ALL-STAR AGE DISPENSATION: In swimming and athletics, schools may seek a dispensation "post carnival" for a student to gain All-Star selection or Record acknowledgment in cases where, a student in a lower division carnival equals or betters the record for their actual age group (not their carnival age group), and if they also performed at a level that would qualify them for All Star selection in their actual age group.

- ACC staff would check and verify the request and if correct the honours would be awarded.
- This policy and process is only relevant in lower division carnivals with reduced age categories.
- Students that choose or are made to compete in a higher age group for other reasons are not eligible for any dispensation.
- The dispensation process is only enacted when a school submits a formal dispensation request.
- Schools would have a set period in which they could lodge their dispensation request after the carnival. Requests would not be considered during the conduct of a carnival or after the submission period.
- The period for submission is 3 business days after the last carnival, which is the same as the standard period for lodging disputes and complaints as per ACC Charter policy.

- In cases where the dispensation is granted.
- the student would only be selected in one All Star age group for that year and that would be their actual age group. Students cannot be selected in two All Star age groups in the same year. If an All-Star dispensation is enacted, then the ACC would select the next best performer(s) to fill the All-Star selection in the higher age group event.
- If a record is equalled or broken in more than one age group, then the student would achieve the record honour in multiple age groups for that year.
- In athletics, field event specifications must be the same for multiple age records to be awarded and All-Star selection granted.
- Only schools can lodge a dispensation request, students and family members may not lodge a request.
- Dispensation requests are not retrospective and cannot be lodged for performances that took place before the current set of carnivals in that year.

Disputes and Complaints

It is the policy of the ACC to settle disputes and complaints by:

- The Director of Sport is to resolve the dispute/s or complaint/s if it/they are covered by Association policy.
- The Disputes Tribunal is to resolve such disputes or complaints if they are not covered by Association policy.

PROCEDURES

The following procedures are to be observed:

- a) Disputes should not be taken verbally at the sporting venue. They are to be directed to the Director of Sport and the Administration of the ACC in writing.
- b) The Disputes Tribunal shall consist of the Sports Coordinators from the schools represented on the Executive Committee. If the Director of Sport considers any member to be inappropriate, he/she may replace any or all of them with other members of the Sports Management Committee at his/her discretion.
- c) The school/schools involved in the particular dispute are not to be represented on the tribunal.
- d) The decision of the Disputes Tribunal shall be accepted without appeal.
- e) Disputes pertaining to the results of and matters arising from major carnivals or events, are to be in the hands of the Director of Sport no later than **three (3)** working days after the distribution (email/fax/mail/web site) of final results for that series of carnivals or event by the ACC office.

In the case in which that carnival or event occurs in the week prior to school holidays, the time permitted for the submission of such disputes or complaints, is extended a further **three (3) working days.**

- f) Post carnival results: The ACC office will endeavour to distribute (email/fax/web site) the final carnival results to schools:
 - Within 24 hours for each individual carnival.

- No later than seven (7) working days after the conclusion of that series of carnivals or event for the virtual carnival and All Star team.
- In the case in which that carnival or event occurs in the week prior to school holidays, the time permitted for the distribution of results, is extended a further three (3) working days.

NORMAL PRACTICE

- a. That the decisions of officials are binding.
- b. That protests are heard on the basis of evidence lodged using means appropriate to the resources of **all** participants.

Promotion and Relegation Policy

AIM: To create as evenly balanced a competition as possible within each division in Swimming and Athletic Competitions.

- Following the initial placement, a school's placement in a division of a carnival is determined by its performance in the previous year.
- The normal procedure is that the first school in the lower division is promoted to the higher division and the last school in the higher division be relegated to the lower division.
- If the first school in the lower division, and the last school in the higher division, prefers to retain the status quo by mutual agreement, no promotion/relegation takes place. *The 'status quo' agreement is relevant for a maximum period of two consecutive years* for an individual school. Automatic elevation/relegation must occur after the two consecutive years for an individual school having been involved in the retention of the status quo provision.
- (a) Only paired or co-educational schools can be promoted/elevated. In normal circumstances single gender schools cannot be individually promoted/elevated.
 - The only exception to this would be in the case where there is only one single gender school in a division. In this case the single school cannot be considered for a "paired" promotion/relegation because there is no available partner school. If this individual school finishes either first or last in their gender aggregate, then they can be considered for individual promotion/relegation. In this instance no co-educational school would be considered for promotion/relegation. The single gender school could only be elevated or relegated if they satisfy the following criteria:
 - The division into which they are moving would still meet the condition of only having one empty lane for either gender.
 - Elevation or relegation would still be based on a comparison of performance with the bottom or top school in the division to which they are moving.
 - The normal two-year maximum status quo criteria would still be applicable.
- (b) Paired single gender schools will only be considered for promotion/relegation if their combined points would have gained them first / last place in the combined aggregate for their division and that on comparison their actual performance was better / worse than the bottom / top coeducational or paired single gender school(s) in the higher / lower division.
- (c) Pairings of single gender schools for promotion/relegation are based on the 'best' or 'worst' performing single gender schools in a division. For relegation purposes, the bottom male single gender school will be paired with the bottom female single gender school. For promotion purposes, the top male single gender school will be paired with the top female single gender school.

- (d) Schools have the right of appeal to the promotion/relegation system. Should any school for whatever reason contest the procedures outlined above, then Executive will make the final promotion/relegation decision based on an objective comparison of results. To provide a balance between the needs of individual schools and the evenness of school divisional allocations, it may also be necessary for Executive to override the condition of “only one empty lane” for either gender. In some cases, it may be appropriate to have “two empty lanes” for either gender.

STATUS QUO PROVISION:

If the first school in the lower division and the last school in the higher division prefer to retain the status quo by mutual agreement, no promotion/relegation takes place.

The ‘status quo’ situation is permitted to occur for two (2) consecutive years only. ‘Normal procedure’ is to automatically take place following the second year.

Sport Gender Classification – Nomenclature Guidelines

The following guidelines outline the naming conventions that the ACC and its Sub-Associations may use to designate the gender of sports teams in ACC competitions. The philosophy of ACC sport is to provide equal opportunity to all students in the sports that are offered in our programs. The sports that can be provided are limited by the human and physical resources of our schools, the external venues and officials that are required and the demand from students.

Information to help you understand the issue

Generally, girls and boys prefer to play in same sex teams, especially if there is an equivalent same sex team available.

- Some girls may want to compete with boys and some boys may want to compete with girls, especially if there is not an equivalent same sex team available.
- Girls can play in boys teams and boys can play in girls teams at certain ages and sports, especially if there is not an equivalent same sex team available.
- Girls and boys can and do play in mixed teams.
- Each situation is different and there are no easy answers.
- Schools and clubs are required to adhere to the Equal Opportunity and Gender Equity Legislation at both state and federal level.

SOURCE: Play By The Rules: <https://www.playbytherules.net.au/got-an-issue/girls-playing-in-boys-teams#:~:text=However%20there%20is%20no%20definitive,it%20may%20be%20unlawful%20discrimination.>

ACC sports may be classified as traditionally Male or Female sports. However, if the rules and nature of the sport permit cross gender competition, then either gender may participate in that sport. The ACC will use the rules and policies of the local governing body for that sport at the junior community level as the benchmark for determining inter gender sport competition status. Rulings at the senior or elite level for the sport would only be considered if there was no other gender position stated for that sport.

If there is no stated gender rule or policy for the sport, then the ACC will revert to National and State Equal Opportunity Legislation. In most sports males and females can play together up to 12 years of age. After 12 years, females are allowed to play in a male team as long as there are no safety risks. Males are not normally allowed to play in female teams after 12 years of age. Males playing in female teams may reduce the opportunities available to female students in the sport. Males may have an unfair advantage or there could be a safety risk to females due to increased size and strength of males. But age and genders are not always perfect indicators, and each situation needs to be addressed on an individual basis. Any gender nomenclature used by the ACC or Sub-Associations must comply with state and federal equal opportunity legislation.

GENDER IDENTITY

Sport is a way to express one's gender (identity) by engaging in what is considered typically masculine, feminine, or gender-neutral sports. Students that identify as being of a different gender to their birth gender, may wish to play in the gender team that best reflects their gender identity. However, if the sport is one where birth gender may provide an unfair advantage or safety risk due to size and strength, then the school must review the individual situation. When considering such cases, the school needs to carefully consider the rights and wellbeing of the individual child in question as well as the rights and wellbeing of all the children involved.

Schools are encouraged to seek clarity on these individual cases in the following documents:

[ACC Position Statement Inclusion and Gender Diversity](#)

[Guidelines for the inclusion of transgender and gender diverse people in sport.](#)

SINGLE GENDER TEAMS

- Traditional gender aligned sports that are termed BOYS or GIRLS teams.
- Single gender teams may be sports designed to give maximum opportunity to one gender e.g., Netball, AFLW, AFL.
- Single gender teams may be designed to separate genders in sports where strength and endurance may be biased to one gender or create a safety risk to one gender e.g., AFL, Rugby.
- Single gender teams may also be offered where equivalent same sex teams are available in the same age/sport and opposite gender e.g., Girls Basketball Year 8 and Boys Basketball Year 8.
- **GIRLS ONLY**
- A Girls team must consist of only girls and will be designated by the letter **G**, unless the sport is also classified as “neutral”.
- Boys cannot participate in a Girls Team, unless the sport is classified as “neutral”.
- A traditional girls sport may also be termed “neutral”, which allows for either gender to play against each other in the same competition and would be designated as **G/N**.

BOYS ONLY

- A Boys team must consist of only boys and will be designated by the letter **B**, unless the sport is classified as “neutral”.
- Girls cannot participate in a Boys Team, unless the sport is classified as “neutral”.
- A traditional boys sport may also be termed “neutral”, which allows for either gender to play against each other in the same competition and would be designated as **B/N**.

NEUTRAL - GENDER ALIGNED TEAMS

- A neutral sport team can be open to either gender and consist primarily of boys or girls and is not closed to the opposite gender. Neutral teams will be aligned to a gender as a Boys or Girls team.
- Neutral gender is assigned to sports where there is minimal and manageable risk to player safety and/or no undue advantage because of the size and strength of the opposite gender. E.g. Indoor Cricket, Tennis, Volleyball, Badminton.
- Selection in neutral teams is usually based on ability, not gender.
- Collision sports, where the players purposely hit or collide with other people are not suitable for designation as neutral. i.e., AFL, Rugby
- Contact sports, where contact with other people is frequent but with less force and intent, may be assigned “neutral” status if there is minimal and manageable risk to player safety. i.e., Basketball, Soccer.
- The rules and policies of the local governing body for the sport, the skill and fitness of the player(s) and the level of competition are all factors to be considered by schools if assigning a neutral status to a sport.
- The intent of neutral teams is to provide equal opportunity for both genders, especially in cases where a single sex team is not available to both genders. Neutral teams are not intended to reduce the opportunities available to either gender.
- Neutral gender teams will be designated by the letter **N**. If the sport has an alignment as a boys or girls sport, then they will be designated as **B/N** or **G/N**.
- If a sport has an equal availability of male and female teams, in the same sport, and for the same age, then teams will normally be classified as **G** or **B**. However, the neutral alignment classification in the table for the sport can be used as a guide in extenuating circumstances.
- **B/N** – Boys neutral team, a male aligned team, but girls can play.
- **G/N** – Girls neutral team, a female aligned team, but boys can play.

MIXED GENDER TEAMS

- Teams may be classified as mixed gender, designated by the letter **M**. Mixed teams are not the same as neutral teams.
- Mixed gender teams **MUST** be made up of both genders. The ACC “ideal” is for mixed teams to have equal numbers of each gender on the team.
- The philosophy of mixed teams is for a fun and positive participation experience. Teams should not be “stacked” with more numbers in one gender so as to gain a competitive advantage.
- Competitions **MUST** set a minimum number of players for each gender that must be on the field at all times to classify as a mixed team. This minimum number can be modified depending on the sport and competition level. The minimum number will be determined by the ACC or Sub-Association before the competition commences.
- Mixed gender teams are selected on ability and gender balance.
- Mixed gender is assigned to sports where:
 - there is minimal and manageable risk to player safety
 - no undue advantage because of the size and strength of the opposite gender. E.g. Touch Football, Indoor Cricket, Tennis, Volleyball,
 - mixed teams are commonplace in community sport.
- Collision sports, where the players purposely hit or collide with other people are not suitable for designation as mixed. i.e., AFL, Rugby
- Contact sports, where contact with other people is frequent but with less force and intent, may be assigned “mixed” status if there is minimal and manageable risk to player safety. i.e., Basketball, Soccer, Hockey.

- A team that cannot field a mixed gender team with the set minimum number of players for each gender, must forfeit the match.

OPEN TEAMS

- Teams may be classified as OPEN in some sports and competitions. The term OPEN relates to the age of the students and not the gender.
- OPEN teams may comprise students from any year level as long as they have the skill and physical ability to play against older students and there is no risk of injury.
- OPEN teams will be designated by the letter **O**. Gender designation will be added as either B/O, G/O, B/N/O, G/N/O, M/O.

INTEGRATED TEAMS

- Teams may be provided on an integrated and inclusive basis and are designated with the letter **I**. These teams would be Open and Neutral and available to any student.
- Integrated teams are primarily for students that have a disability or learning difficulty that would preclude their ability to represent the school in other sporting teams.
- Integrated teams follow an inclusive approach where any student can participate.
- Mainstream students may be integrated into the team to assist other students to develop game sense, experience motor skill success and improved socialization.

KEY OF GENDER CODES

B	Boys only team
G	Girls only team
N	Neutral
M	Mixed team
B/N	Boys aligned team, <u>neutral</u> , girls can play
G/N	Girls aligned team, <u>neutral</u> , boys can play
O	Open team, all ages may play, selection on ability
I	Inclusive/Integrated Team

ACC SPORT GENDER CLASSIFICATION - GUIDE		STATE SPORTS ASSOCIATION RULE/POLICY
TEAM SPORTS		
AFL	Years 7-9: B/N Years 10-12: B	Females can participate with males until and including Year 9. Single sex (all boy/girl) competitions are preferred if teams can be arranged within the schools or junior district.
AFLW	G	
BADMINTON	B/N G/N M	No gender age split rule, male & female competitions standard, Mixed doubles standard.
BASKETBALL	B B/N G M Year 7s up to 12 yrs only: G/N	No local rules. Based on sex discrimination laws, should be open to both genders up to 12 years of age. After 12 years girls could play in a boys team, but boys could not play in a girls team. Competitions can be mixed teams.
CRICKET	B/N G	No gender age split rule, females can play in male competitions and males cannot play in female competitions at any age.
FLOORBALL	B/N G/N M	No gender age split rule Mixed JNR teams encouraged up to U15
HANDBALL (European/Team)	B/N G M Year 7s up to 12 yrs only: G/N	No local rules. Based on sex discrimination laws, should be open to both genders up to 12 years of age. After 12 years girls could play in a boys team, but boys could not play in a girls team. Competitions can be mixed teams.
HOCKEY	B/N G Year 7s up to 12 yrs only: G/N	No restriction on girls playing in boys competitions, but parents sign a waiver and consent. Boys up to 12 years can play in girls teams.
INDOOR CRICKET	B/N G/N M	No gender age split rule
NETBALL	B G M Year 7s up to 12 yrs only: G/N B/N	Boys can play with girls up to the age of 12. 12 years and above teams are only GIRLS, BOYS OR MIXED.
SOCCER	G B/N	Males and females compete in separate gender age teams. Girls may play in boys teams. Boys may not play in girls teams.
SOFTBALL	B/N G M Year 7s up to 12 yrs only: G/N	No local rules. Based on sex discrimination laws, should be open to both genders up to 12 years of age. After 12 years girls could play in a boys team, but boys could not play in a girls team. Competitions can be mixed teams.
TENNIS	B/N G M Year 7s up to 12 yrs only: G/N	No local rules. Based on sex discrimination laws, should be open to both genders up to 12 years of age. After 12 years girls could play in a boys team, but boys could not play in a girls team. Competitions can be mixed teams.
TOUCH	M B/N G	No rule of TFA or TFWA that prevents a girl from playing in a boys/male team by age.

		A mixed side would be free to participate in a boy's competition, however, would not be able to participate in a girl's competition.
VOLLEYBALL	B/N G M	Years 5/6 Boys and girls can play in the same team. Years 7/8, 9/10, 11/12 Girls can join/play in a boys' team of the same school year or older. Boys can only play in boys' teams.
CARNIVAL SPORTS		
ATHLETICS	B / G / I	Males and females compete in separate gender categories and events. Mixed relay events are accepted practice at international meets and can be added to school carnival programs.
CROSS COUNTRY	B / G / I	
SWIMMING	B / G / I	

Inclusion and Gender Diversity in Sport Position Statement

The Associated & Catholic Colleges of WA (ACC) is an independent secondary schools sports association. The ACC is also an ecumenical Christian membership of schools. Our fundamental shared belief is that each person has value regardless of religion, class, race, gender, ability or disability. As stated in our aims and mission statement, the sporting activities conducted by the ACC should be inclusive of all and uphold our core values of respect, tolerance, acceptance and equality.

These views are global and not unique to Christian based associations. The United Nations states that:

"Participation in sport is a human right". ⁽¹⁾

"We are all born free and equal in dignity and rights". ⁽²⁾

The ACC is committed to providing equal and inclusive sporting opportunities to all students in its member schools. This is a legislative requirement under both State and Federal equal opportunity law (*Equal Opportunity Act 1984* ⁽³⁾ and *Sex Discrimination Act 1984* ⁽⁴⁾) (The Acts).

The position of the ACC in regard to the inclusion of all gender identities in sport is that the rights and well-being of the student are paramount. Each case must be treated independently and discreetly. Every student is a unique individual with their own background and needs. Every student has a right to be treated equally and with dignity.

If a specific gender diversity and equal opportunity case is brought to the attention of the ACC or a member school, then it must be managed on an individual basis.

For any matter of equal opportunity relating to gender inclusion in sport, the position of the ACC will be:

1. To ensure that the rights and well-being of the individual child are protected and that every child is treated with dignity and respect on an individual basis. This will be the primary guiding principle for any decision-making process that may be required by the association.
2. To comply with State and Federal Equal Opportunity and Sex Discrimination Legislation.

3. To respect the doctrines, beliefs and principles of its member schools, in so far as they are not impediments to compliance with points 1 and 2 above.
4. To use the Australian Human Rights Commission “Guidelines for the inclusion of transgender and gender diverse people in sport”⁽⁵⁾ as a reference point. These guidelines can assist the ACC and its member schools to make decisions that comply with legal obligations under The Acts and to also ensure that the ACC maximises the inclusion of all gender identities in school sport.
5. To consider the guidelines and policies of relevant National Sports Associations and State Sport Associations when dealing with matters relating to inclusion and gender in that sport.

Religious & Racial Vilification

The association was first formed in 1937 and has a long tradition of providing interschool sporting opportunities to Catholic secondary schools throughout Western Australia. Significantly, in the 1980’s the name, constitution and membership of the association was changed to extend these opportunities to other non-catholic independent schools. The membership of the association now includes Anglican, Baptist, Uniting Church, Jewish, Catholic and non-denominational secondary schools. As a result, the religious and cultural nature of the association’s member schools is very diverse.

The aim of the Association is to promote the ideals of Christian education among the students attending member schools by encouraging mutual respect and acceptance through the provision of sporting, social and recreational activities. All people involved in ACC sporting activities should respect the diverse cultural and religious customs and backgrounds of the students and staff in the schools.

The maxim of the Association is “Sport in the Right Spirit” and should be the guide for appropriate behaviour of all parties involved in ACC Sport.

The following policy and codes of behaviour are designed to support the association’s maxim and ensure that all students and staff involved in ACC sport are treated with respect, dignity and worth regardless of their gender, age, ability, cultural background or religion.

Codes of Behaviour

The Association has developed “Codes of Behaviour” to assist everyone involved in ACC sport to promote fair play and appropriate behaviour. The codes outline appropriate behaviour for players, coaches, teachers, officials, administrators and spectators. All schools should use these codes as the basis for creating an awareness of appropriate behaviour when participating in ACC Sport.

Rights

The most basic right of everyone involved in ACC Sport is to be treated with respect and dignity. Schools should always highlight this basic right to all students, coaches, teachers and officials prior to participation in any ACC activity.

Policy

In the event that a student, coach, teacher or official is not afforded this basic right then the following policy will be implemented. The policy is a simple procedure designed to deal rapidly with any complaint. The process seeks conciliation between parties and should be based on education before disciplinary action. Schools are responsible for the implementation of the policy.

Promotion

Schools should endeavour to promote the policy to all people involved in ACC sport so that all parties are aware of their rights and responsibilities. Schools are encouraged to provide a copy of the policy and codes of behaviour to all staff and other personnel who are involved as coaches/managers of ACC sporting teams. The school should also issue the player's code of behaviour to all students participating in ACC sport.

Procedures for: Policy on Religious and Racial Vilification

1. AN ALLEGED INCIDENT

Conduct that threatens, disparages, vilifies or insults another person on the basis of that person's race, religion, colour, descent or ethnic origin.



2. A COMPLAINT

May be made by an official, a student, a teacher, a coach or a school. It must be reported to the School Principal or the ACC Director of Sport as soon as possible after the alleged incident. Where possible this should be no later than the end of school on the day after the incident. The complaint will then be referred for conciliation.

The role of the ACC will be to notify schools of any alleged incidents that are reported to the ACC. Schools are also requested to notify the ACC Director of Sport of any alleged incidents, of which they have been notified.



3. CONCILIATION

The school Principal involved refers the matter to conciliation, to be resolved as soon as possible after the incident. The complaint will be directed from the alleged victim(s) school Principal(s) to the Principal(s) of the alleged offender(s). The individuals in question would first meet with their own school Principal to discuss the incident. The Principals involved would then discuss the incident and organise the appropriate conciliation process. This process may involve a face-to-face and/or written apology between the parties, but will be determined by the Principals involved. All reported incidents must involve some form of education process for the offender(s). Any disciplinary action against the offender(s) will be at the discretion of the schools involved.

The conciliation process should primarily be a schools issue, but in the event that the Principals involved cannot resolve the complaint to their mutual satisfaction, then the incident must be referred back to the ACC Executive who will then act in a mediatory role to further assist in the conciliation process.



4. COMPLAINT RESOLVED

NB: The ACC “Policy on Religious and Racial Vilification” is based in part on the ‘Racial and Religious Abuse Policy’ of the Australian Football League.

Codes of Behaviour

The Codes of Behaviour have been developed to assist everyone involved in ACC sport to promote fair play and appropriate behaviour. The codes outline appropriate behaviour for players, coaches, teachers, officials, administrators and spectators.

(ACC Codes of Behaviour have been adopted from the “Aussie Sport – Codes of Behaviour”, produced by the Australian Sports Commission.)

Players Code of Behaviour

- Respect the rights, dignity and worth of all participants regardless of their gender, age, ability, cultural background or religion.
- 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, deliberately distracting or provoking an opponent are not acceptable or permitted behaviours in any sport.
- Work equally hard for yourself and/or your team. Your team’s performance will benefit, so will you.
- Be a good sport. Applaud all good plays whether your team or the opposition makes them.
- Treat all participants in your sport, as you like to be treated. Do not bully or take unfair advantage of another competitor.
- Cooperate with your coach, teammates and opponents. Without them there would be no competition.
- Participate for your own enjoyment and benefit, not just to please parents and coaches.

Coaches Code of Behaviour

- Respect the rights, dignity and worth of every young person regardless of their gender, age, ability, cultural background or religion.
- 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 winning.
- 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 your 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 qualifications and keep up to date with the latest coaching practices and the principles of growth and development of young people.
- Any physical contact with a young person should be appropriate to the situation and necessary for the player's skill development.

Teachers Code of Behaviour

- Respect the rights, dignity and worth of every young person regardless of their gender, age, ability, cultural background or religion.
- Encourage young people to develop basic skills in a variety of sports and discourage overspecialisation 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 intra and inter school 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 differences between the junior competition they participate in and 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.

Administrators Code of Behaviour

- Respect the rights, dignity and worth of every young person regardless of their gender, age, ability, cultural background or religion.
- 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 young players.
- Provide quality supervision and instruction for junior players.
- Remember that young people 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 will result in disciplinary action.

Officials Code of Behaviour

- Give all young people a 'fair go' regardless of their gender, age, ability, cultural background or religion.
- Modify rules and regulations to match the skill levels and needs of young people.
- 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 rule 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.

Spectators Code of Behaviour

- Respect the rights, dignity and worth of every young person regardless of their gender, age, ability, cultural background or religion.
- Remember that young people participate in sport for their enjoyment and benefit, not yours.

- 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.

Country/Metropolitan School Status: Position Statement

The status of an ACC member school as being country or metropolitan will be determined by the Executive. Each school will be assessed on an individual basis and the location and demographic of the school taken into account. In general terms the classification of "country" will be applied to schools that are not situated in a primarily urbanized location with high to medium density housing. The school would not be close to the urban hubs of Perth, Mandurah, Joondalup/Wanneroo, Midland and Byford/Serpentine/Jarrahdale. Country schools will generally be located at a distance from the Perth CBD that would prohibit them from having easy access to Perth based events and services.

Sports Injury Policy

(as at 2 September 1993)

From an early age children are engaged in a variety of physical activities ranging from play to elite sport. Some formal rules are applied to games and play activity, whilst sport is highly organised.

The importance of physical activity in normal development is generally acknowledged. It enables a child to improve motor skills, assist socialisation and the establishment of peer relationships, achieve success and subsequent praise. It may enable the child to cope with stress, help relieve aggression, improve fitness, increase self-esteem and have fun, *when managed correctly*.

The importance of exercise for good health is valid, whilst regular exercise is associated with better control of obesity.

All aspects of activity contain an element of **risk**. Practice at taking risks and making a personal decision about how much risk to take, can be obtained on the sports field. It is probably more safely practiced in sport than in unstructured activity in exploratory play situations or on the streets.

As physical activity in the school setting is closely supervised by adults, they become the teachers, coaches, rule enforcers, decision makers and principal rewarders and punishers. The *structure of sport and the quality of adult leadership* are important and the examples set by supervising groups and individuals is significant.

DUTY OF CARE

Schools have an obligation to provide children with a safe learning environment for their mental and physical development.

The process of 'duty of care' involves the school environment owing care based on *a relationship of proximity*. A breach of that duty, coupled with an injury being suffered because of that breach, indicates a significant departure from the standard of care. Failure to implement recommendations from recognized groups may constitute a breach of care owed by individuals and organizations (as determined only by the courts). Importantly, this process also involves the care stemming from parents and students as well as the more easily recognizable care stemming directly from the school to student.

Despite having taken all reasonable care in providing a safe environment, an injury inevitably may occur. With this understanding the physical education teacher, general teacher, sports coach, manager, supervisor, umpire, parent and student may confidently fulfil his or her role whilst participation is encouraged.

Teachers are usually the first point of contact with an injured child. This person's assessment of the nature of what action to take, could mean the difference between a minor injury or a much more serious prognosis.

It is recommended that schools adopt a proactive rather than a reactive response to care which may develop as a result of increased injury rates, issues of legal liability or at worst a serious injury.

BASIS OF THE INFORMATION

This document outlines Planning, First Aid and First Aid Hygiene Procedures as an adjunct to maintaining general physical health and is based on the following components:

1. preventative measures;
2. initial injury assessment and care;
3. infection control procedures and
4. injury management.

.... for handling both routine and emergency sports related injury situations.

Reducing the risk whilst promoting participation is paramount to effective care and is central to recommendations contained in this document.

COMPONENTS OF CARE AND RELATED RECOMMENDATIONS

1. PREVENTATIVE MEASURES

Prevention through education

- The risk of injury is an inherent part of most sports. Everyone involved in sport (staff, coaches, managers, umpires, supervisors, parents and students) have a responsibility to manage that risk and keep it to a minimum. Inadequate first aid may aggravate the injury and cause an increase in the time necessary before the player returns to play. When an injury occurs, there are many decisions to be made. KNOWLEDGE of the Components of Care prepares all participants with the basic information to deliver care.

Playing areas and facilities.

- Inadequate playing surfaces and inappropriate areas for participation may place athletes and the public at risk.
- It is recommended that, as examples, playing areas be level and firm, free from obstructions (e.g. exposed sprinkler heads), permanent fixtures such as goal posts should be padded, flexible and highly visible, spectators should be kept well away from playing areas and adequate matting is provided where necessary (e.g. gymnastics).
- It is recommended that boundaries and lines of demarcation are prescribed to cater for safety in physical education lessons and sports activities.

Balanced competitions.

To reduce the risk of injury when planning a balanced competition

- It is recommended that consideration should be given to the age, size, gender, strength, degree of proposed preparation and skill levels of the athletes as the basis for planning a balanced competition.

Protective devices:

- Such devices are designed to reduce injury in sport. For instance, in close contact sports a properly fitted mouthguard will help reduce:
 - a variety of dental injuries;
 - soft tissue injuries in and around the mouth;
 - bone damage to the jaw and
 - concussion.
- Other devices, that are specifically designed for their sports, include for example, goal post pads, individual player pads, eye goggles/glasses, helmets, gloves, shin guards, lifejackets and wetsuits. When protective equipment is being worn it is important that it is used for its correct purpose and is correctly fitted in order to reduce the risk of injury.
 - It is recommended that protective devices be used where appropriate and that they are maintained and fitted correctly.
 - It is recommended that students wear the appropriate running shoes when participating in athletics and cross country events.

Development of skills and techniques.

- Studies have shown that the higher the level of skill the lower the rate of injury. Therefore, importance should be placed on the development of skills and technique. For example, if an athlete does not know the correct technique or skill required to fall properly, they are more likely to injure themselves.
 - It is recommended that students are taught appropriate skills in physical education lessons and training sessions and that accredited courses be conducted for coaches, managers and umpires whenever appropriate to enable them to correctly conduct learning sessions.

Fitness.

- Physical fitness is a combination of many factors. Most sports are concerned with the development of strength, power, speed endurance and flexibility. An athlete's fitness should be gradually developed to gain maximum benefit from the activity and to prevent injury. While injuries can occur at any time, they are more likely to occur towards the end of the sporting activity. This is due to the athletes being tired and unable to cope with the demands placed on their bodies. Fatigued athletes are also less capable of performing their skills to the desired level.
 - It is recommended that for each individual sport, an acceptable level of fitness for athletes is achieved.

Warmup, stretching and cool down.

- Warming up is an essential part of minimising the risk of injury in sport. It results in improved flexibility and prepares your mind, heart, muscles and joints for the activity ahead. Warming up should involve a minimum of five to ten minutes of light activity (e.g. walking, jogging etc) before you start.
 - It is recommended that warming up be included as a very important part of any competition or training session.
- Without stretching, muscles lose their flexibility and may fail to respond effectively during sporting activity.
 - It is recommended that the following procedures be followed:
 - warm up prior to stretching;
 - stretch before and after exercise;
 - stretch alternate muscle groups;
 - stretch gently and slowly, never bounce or stretch rapidly;
 - stretches should be held for a minimum of ten seconds;
 - stretch to the point of discomfort, never pain and
 - do not hold your breath when stretching, breathing should be slow and easy.
- Cooling down is also important as it prevents pooling of the blood in the limbs, which can lead to fainting or dizziness. Following exercise, cooling down and stretching improves the recovery of the muscles, heart and other tissue through the removal of waste products.
 - It is recommended that an effective cool down be performed and that it consist of a gradual reduction in activity levels for five to ten minutes e.g. a slow easy jog or walk followed by general stretching.

Teaching, learning and obeying rules.

- Many of the rules of sport are specifically designed to create a safe playing environment for all those concerned.
 - It is recommended that coaches and players learn and apply the rules of the activity, develop clear rules for training and general conduct and always discourage violence or dangerous techniques.

Managing existing injuries.

- Returning to sport too early can make the athlete susceptible to further related and unrelated injury.
 - It is recommended that when commencing or returning to training or competition, the athlete be able to answer yes to the following questions:
 - can you move the injured part easily through a full range of movement? (i.e. compared to the athlete's opposite side)
 - has the injured area fully regained its strength?
 - is the injured area free of pain?

Illness, medical conditions and participation.

- There are a number of conditions which when medically supervised, do not permanently preclude a person's involvement in sporting activity:
 - chronic infections;
 - cardiovascular abnormalities;
 - musculo-skeletal problems e.g. arthritis and
 - medical conditions e.g. diabetes, asthma, epilepsy.

- While these conditions can be controlled through proper management and medication there are times when the athlete's participation may be limited by unforeseen changes in the condition.
 - It is recommended that supervising staff be made aware of each student's medical history, whilst keeping such information confidential as necessary.
- During times of illness the athlete's body is particularly vulnerable, with the risk of damage to tissues or organs being very high.
 - It is recommended that an unwell or feverish athlete should not participate.

Environmental conditions.

- When exercising in the heat, the most important thing to remember is fluid replacement. Dehydration can lead to serious problems including death. Coaches and athletes should be aware of the following points:
 - thirst is a poor indicator of fluid replacement;
 - plain water is the best fluid replacement;
 - wear loose, light coloured clothing and
 - avoid intense activity in hot or humid conditions.
- Sunburn is a major problem in Australia's harsh conditions.
 - It is recommended that the Slip (on a tee shirt - preferably with long sleeves), Slop (on some sunscreen), Slap (on a hat) rules be applied.
- Cold weather conditions can also have life threatening consequences, however it more commonly causes injuries by cooling warm muscles. Long breaks will cause the body to cool down, thus athletes should be encouraged to wear adequate warm clothing when not actually competing e.g. tracksuits. Another warmup period may need to be considered if long rest periods cannot be avoided.
 - If the weather conditions deteriorate to the extent that electrical activity is prevalent, it is recommended that outdoor activities be suspended.

Common sense.

- Common sense tells us that it is far better to prevent injuries than it is to treat them.

INITIAL INJURY ASSESSMENT AND CARE

- Everyone involved in sport has a responsibility to manage risk and keep it to a minimum. They also have a responsibility to appropriately manage injuries that do occur under their supervision.
 - It is recommended that, as a golden rule, to '**DO NO FURTHER DAMAGE**'.
 - Inadequate first aid may aggravate the injury and cause an increase in the time necessary before returning to play. When an injury occurs, there are many decisions to be made. The most important components of initial injury assessment and care include:
 - is the area safe from any dangers?
 - is there a threat to the injured athlete's life?
 - is there a major injury for which help, such as the ambulance service, should be sought?

- is the athlete able to continue or should they be removed from the playing arena for further 1st aid and referral?
- It is recommended that the person responsible for an injured athlete should always err on the side of safety.
- Allowing the athlete to continue may cause further damage to the injured part.
 - It is recommended that the person responsible be competent and confident in:
 - First Aid Support (e.g. ASMF Accredited Sports Trainer course or equivalent);
 - Expired Air Resuscitation (EAR) (e.g. ASMF Accredited Sports Trainer course or equivalent);
 - Cardiopulmonary Resuscitation (CPR) (e.g. ASMF Accredited Sports Trainer course or equivalent)in order that DRABC (Danger, Response, Airway, Breathing, Circulation) procedures be performed .
- Once it has been established that there is no danger to the injured athlete's life, the severity of the other injuries should be assessed, using for example, the STOP regime:

S STOP

T TALK

O OBSERVE

P PREVENT FURTHER INJURY based on RICER...

R REST

I ICE

C COMPRESSION

E ELEVATION

R REFERRAL

- It is recommended that:
 - a hierarchy of authority be established to deliver care;
 - information concerning a student's health be circulated to appropriate personnel and that this information be kept confidential;
 - individual teams have immediate access to a first aid kit including ice;
 - the location of the nearest school medical room is known;
 - the school medical room is adequately stocked to cater for all situations;
 - telephone facilities are at hand and that emergency numbers are known;
 - that family contact numbers are at hand;
 - the location of the nearest medical facility is known;
 - gender differences are catered for when delivering care;

- vehicle access and use is at hand;
- the remainder of the group is not left to fend for themselves if the staff member is required to accompany the injured student;
- access by vehicle to playing fields and indoor facilities is practicable;
- that opposing staff and teams are provided with such information and
- injury records be kept e.g. the CCI handbook.

INFECTION CONTROL PROCEDURES

- A number of blood-borne infectious diseases can be transmitted during body contact and collision sports. They also can be transmitted due to a lack of hygiene associated with participation in sport's situations.
- The aim of these recommendations is to prevent the spread of diseases via infected blood and other body fluids.
- **All open cuts and abrasions must be reported and treated immediately.**

Schools:

- It is recommended that schools:
 - should suggest to parents that they confer with their own medical advisor about the desirability of their children being vaccinated against hepatitis B;
 - similarly, staff should consider vaccination and strategies might be initiated through the school to facilitate this process and
 - provide the opportunity to involve participants in education programs concerning matters related to sports injuries.

Players:

- It is recommended that players:
 - accept the responsibility as participants to maintain strict personal hygiene as this is the best method of controlling the spread of disease;
 - participants involved in contact/collision sport and playing under adult rules, be vaccinated against hepatitis B;
 - with prior evidence of these diseases are advised to obtain confidential advice and clearance from a doctor prior to participation;
 - should have their own labelled drink container, of the type where a squeezing action is required to extract the drink via an extended straw, rather than the player making contact with the lip of the container or straw, with his/her mouth;
 - avoid sharing of any equipment, including use of another player's towel, or use of sporting clothing to stand/sit on whilst drying off is to be avoidedand
 - should have a clean pair of thongs to wear to and from, and in shower/toilet areas.

Team areas:

- It is recommended that in team situations:

- dressing rooms should be clean and tidy. Particular attention should be paid to hand-basins, toilets, and showers. Adequate soap, paper hand towels, brooms, refuse disposal bins and disinfectants, should be available at all times;
- all clothing, equipment and surfaces contaminated by blood must be treated as potentially infectious and dealt with accordingly;
- drains must run freely and
- sponges should not be used at any time.

During the game and training:

- It is recommended that a player, injured in such a way that bleeding results, must before continuing in the game or at the training session:
 - be treated so that the bleeding is stopped. If the bleeding cannot be stopped, the player is not to return to the field of play;
 - have any open wound covered and
 - change out of any clothing soiled with blood.
- It is recommended that the personnel performing the first aid are to:
 - wear gloves when treating body fluid injuries.

Rules:

- It is recommended that rules:
 - should be altered where necessary so that a player who needs treatment can be replaced by another player and so that the injured player can return to play at a later stage if the umpire is satisfied the above conditions have been complied with.
- It is recommended that the umpire be the sole judge as to the suitability of a player with blood injuries to be permitted to continue in the game.

INJURY MANAGEMENT

Injuries may be classified as:

- Life threatening
- e.g. head , neck, chest, abdominal

Serious

- e.g. head and facial, broken bones, soft tissue

Less serious

- e.g. soft tissue, bruises, cuts, blisters, cramps and stitches, winding, bleeding nose

Overuse injuries

- e.g. heel pain, shin soreness, knee pain, shoulder pain, elbow pain

A most typical injury which occurs is soft tissue injuries. The first forty eight (48) hours are vital in the effective management of any soft tissue injury. Injuries managed effectively in this time span will reduce the time spent on the sideline. This immediate management for example, should follow the RICER regime. **(REST-ICE-COMPRESSION-ELEVATION-REFERRAL)**

Ice should be applied 20 minutes every 2 hours for the first 48 hours. This regime should be used for all ligament sprains, muscle strains, muscle bruises (corks etc) and in fact any bruises and bumps which occur in sport.

Remember **HEAT increases bleeding, ALCOHOL increases swelling, RUNNING or exercising too soon can make the injury worse and MASSAGE in the first 48-72 hours increases swelling and bleeding.**

It is recommended that staff gain the knowledge and competence to enable them to deliver with confidence the care necessary for the various levels of injury which may occur in physical education and sporting situations.

FURTHER RECOMMENDATIONS

In addition to recommendations contained in specific sections of this document, the following recommendations are made:

The School:

- It is recommended that:
 - the school adopts a whole school approach to the maintenance of general health, safety and sports injuries;
 - the school generates its own policies based on recommendations contained in this document;
 - schools generate the opportunity for staff and students to acquire the knowledge emphasized in this document (e.g. workshops, health education subject matter);
 - students be involved to develop strategies;
 - the school's document be periodically reviewed;
 - parents be informed of the document and
 - advises umpires of the recommendations contained in this document (particularly in regard to decisions to be made concerning players with blood related injuries).

The Associated and Catholic Colleges:

- It is recommended that:
 - periodic review of this document takes place;
 - the association provides curriculum support, promotional activities and literature;
 - the association coordinates professional development opportunities for all staff involved in physical education and sport (including multiple day inservice for physical education teachers and other appropriate personnel);
 - the association's personnel be invited to schools to assist with the delivery of this document and
 - the association communicates with tertiary education institutions, particularly those which provide teacher education studies, to highlight the need for the inclusion of subject matter included in this document in units of study, as an integral component of appropriate qualifications.
 - advises umpires of the recommendations contained in this document (particularly in regard to decisions to be made concerning players with blood related injuries).

Working With Children

The focus of these guidelines is the prevention of child abuse in the ACC sporting environment. The ACC is committed to ensuring that the safety, welfare and wellbeing of children are maintained at all times during their participation in activities run by the ACC.

These guidelines focus on how the *Working With Children* legislation impacts on the ACC and what the responsibilities of the ACC are. Individual schools participating in sport should undertake their own analysis of their duties under the legislation and take the necessary steps to address this liability.

Whilst every effort has been made to make these guidelines are correct and clear in their meaning, they are only a summary document. Schools wanting more detailed information are encouraged to contact the relevant government authorities as listed at the end of the document.

Background:

From 1 January 2006 the State Government introduced legislation requiring certain people working with children in Western Australia to undergo a Working with Children Check – a national criminal history check and assessment of any record that appears as part of this check. The Check is compulsory under the *Working With Children (Criminal Record Checking) Act 2004*, and will be introduced progressively

Update 1 2008

- The Check will take into account offences, convictions, charges or otherwise, that are relevant to Working with Children and will cost \$10.00 for volunteers and unpaid workers and \$50.00 for paid workers and self-employed people.
- Applicants whose check is “successful” will be issued with an ‘assessment notice’ and a Working with Children check card which allows that person to work or volunteer with children across different types of ‘child-related work’. Applicants whose Check is “unsuccessful” will be issued with a ‘negative notice’, which prohibits any child related work. In some cases, an Interim Negative Notice may be issued while the screening process is completed. This means that the person must not start or continue in ‘child-related work’ while the notice is current, and the person can only start or continue in child-related work if they are later issued an Assessment Notice.
- The Screening Unit will notify the employer, where known, of the outcome of applications for a Check. Unknown employers will not be notified.
- Assessment notices will be valid for three years, unless the person has a “relevant change” in criminal record. If this occurs, the person is required to report this to the WWC Screening Unit and their employer. Employers are also required to inform the WWC Screening Unit if they become aware of a relevant change to a employees / volunteers criminal record. The Police may also inform the Screening Unit where a person in child-related work has had a relevant change in criminal record. In both cases, reassessment of the persons criminal history will be conducted.

Clarification of Terminology

- For the purposes of the ACC guidelines, persons deemed to be working with children are volunteers (*over 18 years of age*) and employees who in their usual duties for the ACC are likely to have contact with children. Contact includes; any form of physical contact, oral communication and electronic communication.

- Examples of people working within ACC sport that would have contact with children include:
 - Teachers
 - Student/trainee teachers
 - Sport coaches
 - Sport officials (i.e., umpires/referees)
 - Bus Drivers: F or T driver's license endorsements (hire or reward), and who carry out child-related work in connection with a transport service specifically for children (e.g. school bus driver)
 - Overnight camps/accommodation services.
- For the purposes of these ACC guidelines, persons deemed to be **volunteers** are those that are engaged in child-related work for, but are not employed by, the ACC or school. The term volunteer is not defined in the legislation. Volunteers that are being "reimbursed" for out-of-pocket expenses such as travel/uniform are still regarded as volunteers and not employees.
- However, volunteers that receive payments as a "reward" and not a "reimbursement" may be considered as employees and not volunteers. Employers will have to make their own "common sense" decision when determining the status of persons as volunteers or employees.

Guidelines Statement

- The ACC is committed to providing an environment that is safe for participation in ACC physical activities. The ACC will not abide in the criminal act of child sexual maltreatment, which occurs when a child (defined as a person under the age of 18 years) has been exposed or subjected to sexual behaviours or acts which are exploitative and/or inappropriate to his or her developmental level. Such behaviour involves a wide range of sexual activities which exploit children and includes forcing, tricking, bribing threatening or pressuring a child into sexual activity.
- This Child Protection Policy conveys a message to all members and prospective members, responsible for ACC activities about minimising risk exposure. Teachers, coaches, officials, leaders, trainers, volunteers and management personnel, have a responsibility to provide safeguards dedicated to the well-being of those under the ages of 18 years.
- The abuse of children, by other members or external source, is not acceptable and the ACC encourages all incidents of such abuse as described about to be reported immediately to the appropriate authorities.

Implementation of Legislation

- In order to implement the child protection legislation the ACC will undertake to:
 - Promote a safe and supportive environment for all children and young people
 - participating in activities which come under the umbrella of the ACC
 - Ensure that all staff and volunteers employed/contracted by the ACC are
 - aware of their responsibilities arising from recent child protection legislation,
 - in particular, the requirement under the *Working With Children (Criminal Record Checking) Act 2004*, to obtain a 'Working With Children Check' card.

Volunteers

- From 1 January 2006 – volunteers (*over 18 years of age*) working with children aged 0 – 7 years in any category of child-related work
- From 1 January 2007 – volunteers (*over 18 years of age*) working with children aged 8 – 12 years in any category of child-related work

- From 1 January 2008 - volunteers (*over 18 years of age*) working with children aged 13-17 years in any category of child-related work

Paid

- Please refer to Factsheet 2 at www.checkwwc.wa.gov.au for more information about when to apply for a check if you are a paid employee.
- Note: As teachers' WACOT registrations (obtained prior to 2007) expire they will also be required to apply for a WWC as part of the WACOT renewal process.

Self Employed

- All self-employed people should either have the check already or apply as soon as possible.
- This means that the following people will require cards in 2007:
 - School bus drivers
 - Volunteer coach, official or otherwise, working with children aged 8-12 years, and is not a parent of a child in the ACC, if involved in child related work on more than 5 days per yearAnd in 2008: Volunteer coach, official or otherwise, working with children aged 13-17 years, and is not a parent of a child in the ACC, if involved in child related work on more than 5 days per year

Exemptions include:

- Volunteers under 18 years of age
- A volunteer who is a parent of a child enrolled at an ACC member school and who is acting on behalf of that school (This exemption does not apply to overnight camps)
- Short term visitors to WA who do less than 2 weeks of child-related work in a 12 month period. This exemption only applies during the 2 week period after the person arrives in WA.
- Employers of, and fellow employees of, children, unless otherwise in child-related work
- It is a defence under the Act to have worked with children, either as an employee or volunteer, on no more than 5 days in a calendar year, without making an application for the check. This does not apply in connection with licensed child care services or employees or volunteers who have previously been convicted of a Class 1 offence.
- The five (5) day defence is not restricted to five (5) full days or one organisation. It can be part days for any period of time within a day and can accumulate across several employers.
- Check that any person working for the ACC
 - requires a 'Working With Children Check' card
 - has a current 'Working With Children Check' card if required
- Ensure that systems are in place to manage the Working With Children Check process, including keeping records to show compliance with the Act
- Ensure that all ACC schools providing officials understand their obligations in ensuring that their officials meet the 'Working With Children Check' criteria as set out above.
- For comprehensive information on the Working with Children Check, including details of the legislation and when, where and how to apply, contact:
Working with Children Screening Unit
PH: 08 6217 8100
www.checkwwc.wa.gov.au
Other relevant links:
www.playbytherules.net.au (child abuse/harassment/discrimination in the sport industry)
www.dsr.wa.gov.au (Department of Sport and Recreation)

Guidelines Review

These guidelines will be reviewed annually and updated in line with any legislative changes that have significant impact on the manner in which child protection and intervention issues are to be dealt with.

A handwritten signature in black ink, appearing to read 'Gavin Balfour', is positioned above the date.

31/01/2025

Signed: _____ Date: _____