

JUNIOR DEAF SPORTS and RECREATION POLICY

SECTION 1 OBJECTIVES and PRINCIPLES

- 1.1 The purpose of the Deaf Sports & Recreation Queensland Junior Sports & Recreation Policy is to ensure the provision of opportunity to all Deaf young participants within our organisation to develop and enrich their lives through sports & recreation.

The policy contains guidelines to complement the National Junior Sports Policy and the Queensland Junior Sports Action Plan. For the purpose of clarity, in this policy, Junior only applies to children aged 3 to 18 years old.

- 1.2 The objectives of the Deaf Sports & Recreation Queensland junior sports & recreation Policy are to:

- a) provide Deaf young people with the best possible sports & recreation experience;
- b) encourage life long and active participation in Sports & Recreation;
- c) foster culturally appropriate environments for enjoyable participation in a wide variety of physical activities, through the development of skills and good sports & recreation behaviour;
- d) encourage the provision of appropriate and safe resources and facilities;
- e) ensure equal opportunities for all Deaf young people to participate in Sports & Recreation;
- f) actively cater for talented young players;
- g) demonstrate a consistent and coordinated approach to Junior Sports & Recreation in both the school and community; and
- h) develop and manage the Deaf Junior Sports and Recreation facilities.

- 1.3 Principles of Deaf Junior Sports & Recreation

- a) Participation in Deaf junior sports & recreation is characterised by:
 - an emphasis on enjoyment and fun;
 - the recognition of cultural identification and cultural appropriate methods;
 - the use of appropriate communication methods such as Australian sign language;
 - the appropriate use of modified rules, facilities and equipment;
 - the adoption of the Australian Sports Commission (ASC) Aussie Sports Codes of Behaviour;
 - a safe, healthy and challenging sports & recreation environment;
 - a level of competition commensurate with age, maturity and ability;
 - a broad development program preceding specialisation in any particular skill and/or position;
 - the recognition of participation, development and improvement; and
 - the influence of role models who are good ambassadors for Sports & Recreation and who practise appropriate behaviour in the view of junior players.
- b) The nature of Junior Sports & Recreation competitions should differ from that

experienced by adults in that emphasis is placed on:

- participation;
 - development of skills;
 - enjoyment; and
 - improvement.
- c) Deaf junior sports & recreation provides for involvement in physical activity in a way that promotes immediate and long-term benefits. These benefits include:
- higher levels of fitness;
 - better health;
 - social interaction; and
 - satisfaction derived from skilled performance in individual and group activities.
- d) Junior Sports & Recreation is based on the principles of social justice and provides a valuable educational and developmental benefits to both the individual and society.

The principles of social justice are reflected in Deaf junior sports & recreation when:

- the promotion of Sports & Recreation for both boys and girls is actively pursued;
- access to equipment, facilities, coaches, sponsorship and media coverage is identical for both sexes;
- opportunities for involvement and maximum participation are assured regardless of sex, ethnic background, disability, social or economic circumstances, geographic location, age or skill level;
- schools and community groups develop and introduce strategies in their programs to accommodate young people with disabilities;
- racial and religious customs are considered so as not to deny young people access to participation programs; and
- efforts are made to resolve any conflicting issues in a fair and reasonable way, so as not to preclude access of any young person to programs.

SECTION 2 COMPETITION

2.1 Deaf Sports & Recreation Queensland junior participants should be taught that winning and losing are merely results of all sports competitions. There should not be an over - emphasis on winning in junior Sports & Recreation. The emphasis should be on the quality of the experience and its appropriateness to the age and ability of the participant.

All Deaf Sports & Recreation Queensland junior participants should be encouraged to achieve, do their best and develop their full sports & recreational potential. Challenging competition is one element of this developmental process.

In keeping with a “Sports & Recreation for All” philosophy, Deaf Sports & Recreation Queensland should make adequate provision for appropriate levels of competition for junior participants in stages 2-4 in the junior sports & recreation Development Model (refer to Appendix E in Action Plan) in that they should cater for all levels of ability, ensuring a satisfying experience for all participants.

2.2 The level of competition must be appropriate to the age and development of

players. A progression of competitive experiences in line with the stages identified in the Deaf junior sports & recreation Development Model is recommended. (refer to Appendix E in Action Plan)

Competition available for junior sports and recreation includes:

- a) inter-school;
- b) intra-school;
- c) inter-club;
- d) intra-club;
- d) district/regional;
- e) inter-state; and
- f) international.

Competition can also be conducted on a less formal or social basis, purely for enjoyment. Education and community sports & recreation organisations should work together in providing Deaf junior sports & recreation competition to ensure that unnecessary duplication does not occur.

2.3 Mixed-sex / Single-sex participation

Schools, clubs and local associations should make participation in Sports & Recreation available to all young people.

2.3.1 *Informal and/or social activity*

The skill development, socialisation and physical education component of junior Sports & Recreation can be adequately catered for in mixed-sex groups.

2.3.2 *Formal competitions*

Research currently suggests that the provision of single-sex sports & recreation competitions is the best way to encourage maximum participation and guarantee all children have a fair go.

Sports & recreation organisations should adopt, where possible and practical, a single-sex competition philosophy.

2.4 Competition for groups with special needs

Competition opportunities should be made available to young people from groups with diverse needs. Special needs groups to be considered include:

- a) Hearing children of Deaf parents;
- b) Hearing siblings of Deaf children;
- c) Deaf children with disabilities;
- d) Deaf Indigenous children;
- e) Deaf children from non-English speaking backgrounds;
- f) Rural or isolated populations;
- g) Deaf children who are socially disadvantaged; and
- h) Deaf athletes with exceptional talent.

It may be necessary that special measures be taken to ensure competition opportunities.

SECTION 3 PARTICIPATION

3.1 General

Deaf Sports & Recreation Queensland provides young people from all ability and special needs groups (see 2.4) with quality sports & recreation experiences so they can participate to their full potential. Deaf Sports & Recreation Queensland will ensure that these participation opportunities are coordinated and appropriate for the age and development of the young participant. Provisions for these participation programs are included in the Deaf Sports & Recreation Queensland development and/or operational plans.

3.2 Participation in modified games

The introduction of children to organised Sports & Recreation competition should be gradual and is best achieved through minor games and the use of modified rules. Consideration should be given to appropriate sports & recreation in the following areas:

- range of sports & recreation and positions for participants;
- modified sports & recreation available;
- modifications to sports & recreation including field, pitch and court dimensions and equipment;
- specialisation; and
- transition for the participant to adult sports & recreation .

These modified games take into account the level of maturity and physical ability so that junior participants can develop skills in a safe, rewarding and enjoyable environment.

3.3 Leadership opportunities for young people

Young participants should also be provided with the opportunity to develop:

- a) valuable leadership qualities through the vehicle of sports & recreation; and
- b) proficiency and new skills in a variety of areas that sports & recreation has to offer.

The five characteristics of any leadership initiative for young people should include:

- training and learning opportunities;
- mentor support;
- time commitment from young leaders;
- means of recognition for young leaders;
- emphasis on personal development.

Deaf Sports & Recreation Queensland will provide where able appropriate pathways for young people as officials, coaches, administrators/Junior Development Project directors or managers on a voluntary or paid basis.

General

Responsibility for the delivery of Junior Sports & Recreation is shared by:

- a) coaches and instructors
- b) trained volunteers;
- c) parents / guardians;
- b) officials;
- c) administrator/Junior Development Project directors;
- d) the media; and
- e) schools and sports & recreation organisations.

SECTION 4

ROLES and RESPONSIBILITIES OF COACHES and INSTRUCTORS

4.1 The role of coaches and instructors

Coaches and instructors educate participants in the fundamental techniques of Sports &

Recreation. Accredited coaches and instructors are vital to quality Deaf junior sports & recreation development.

Deaf junior sports & recreation coaches and instructors should:

- a) become accredited with the National Coaching Accreditation Scheme (NCAS) through the State Sports & Recreation association;
- b) encourage enjoyment of Sports & Recreation ;
- c) cater for varying levels of ability so that all juniors have a fair go in both practice and competition;
- d) provide equal encouragement to girls and boys to participate, acquire skills and develop confidence;
- e) recognise and cater for groups with special needs;
- f) make opportunities available for exceptionally talented juniors to develop their full potential;
- g) prepare and conduct sessions based on sound coaching principles;
- h) set realistic standards and objectives for juniors;
- i) provide the safest possible environment for both training and competing;
- j) insist that the required protective equipment is fitted and worn appropriately;
- k) educate juniors and parents on health and safety in Sports & Recreation;
- l) adopt the ASC Aussie Sports & Recreation Codes of Behaviour;
- m) ensure that the consequences of inappropriate behaviour are clearly understood and promoted;
- n) keep up to date with junior Sports & Recreation coaching developments; and
- o) provide a good role model of sports & recreation behaviour.

4.2 Responsibilities of coaches and instructors

Quality sports & recreation education is dependent on quality coaches and instructors. All Deaf Junior sports & recreation coaches and instructors should undertake the accreditation necessary to provide excellent learning experiences for young people.

4.2.1 Sports & Recreation organisations have a role in the training of coaches and instructors. They have a responsibility to:

- a) foster a sports & recreation for all philosophy, including an awareness of groups with special needs;
- b) encourage quality coaching / instructing for juniors through the adoption and promotion of the National Coaching Accreditation Scheme (NCAS) courses;
- c) support the inclusion, in coach education, of an examination of the particular needs of young women;
- d) liaise with education organisations in the development of co-operative professional development for instructors in Sports & Recreation;
- e) provide access to quality coaching resources;
- f) encourage coaches and instructors to be excellent role models;
- g) provide a supportive environment for coaches and instructors of (insert name of sports & recreation);
- h) encourage more coaching role models from different groups and cultures;
- i) provide regular updates on rules changes, training methods and safety issues;
- j) ensure all physical education instructors responsible for Sports & Recreation have at least a level 1 Sports & Recreation NCAS coaching qualification; and

- k) provide for and actively support a physical education and sports & recreation curriculum in all schools.

SECTION 5 THE ROLE OF PARENTS and GUARDIANS/OFFICIALS/ADMINISTRATOR/JUNIOR DEVELOPMENT PROJECT DIRECTOR and THE MEDIA

5.1 Roles of parents and guardians

To ensure that children receive the greatest benefit from their involvement in Sports & Recreation, parents and guardians should:

- a) encourage interested young people to play Sports & Recreation;
- b) focus on the young person's efforts and performances rather than the overall outcome of event/s;
- c) teach young people that an honest effort is as important as victory, so that the result of each game is accepted without undue disappointment;
- d) encourage young people to always compete according to the rules;
- e) never ridicule or yell at a young person for making a mistake or losing a game;
- f) remember that young people learn best from positive examples;
- g) support all efforts to remove verbal and physical abuse from the competing arena;
- h) recognise the value and importance of volunteer coaches; and
- i) be courteous in communications with athletes, coaches, officials and administrator/Junior Development Project directors.

5.2 Roles of officials

Officials have a significant influence on the enjoyment level of Sports & Recreation and the continued participation of young people in Sports & Recreation. When officiating Deaf junior sports & recreation activities, umpires/judges/referees should:

- a) use simple language;
- b) care about the players' level of enjoyment continued participation;
- c) be consistent, courteous and helpful to all participants;
- d) be a model of good sports & recreation behaviour;
- e) keep informed of sound officiating principles that take account of young people's growth and development;
- f) modify rules and regulations consistently to match the skill level and needs of participants and promote fun and enjoyment;
- g) ensure that the spirit of the game is not lost by the strict application of rules and over-calling of violations;
- h) discourage inappropriate behaviour;
- i) promote respect for opponents; and
- j) be encouraged to access relevant courses including Sports & recreations First Aid courses.

5.3 Roles of administrator/Junior Development Project director

Deaf Sports & Recreation Queensland administrator/Junior Development Project director should:

- a) develop a positive Sports & Recreation environment for spectators and participants;
- b) foster leadership opportunities for young people;
- c) involve young people in an appropriate level of decision-making activities relating to the planning and evaluation of Sports & Recreation competitions and programs;
- d) ensure that equal opportunities for participation in Sports & Recreation are made available to all young people, regardless of ability, sex, age, disability or ethnic origin;
- e) insist that equipment, facilities and rules are safe and appropriate to the ability level of participants;

- f) de-emphasise the importance of rewards;
- g) prioritise the needs of participants rather than spectators;
- h) provide training and development opportunities for coaches and officials, which aim to improve skills, techniques and sports & recreations behaviour;
- i) promote and advocate for a consistent code of behaviour for spectators, officials, parents, coaches, players and the media; and
- j) be encouraged to access VIP, ASSA and SMA courses.

5.4 Dealing with the media

The media plays a significant part in the shaping of attitudes. Deaf Sports & Recreation Queensland recognises the significant role of the media in the promotion and profile of Deaf junior sports & recreation and should encourage the media to:

- a) provide coverage of junior competitive and non-competitive Sports & Recreation;
- b) be aware of the difference between adult and junior Sports & Recreation programs;
- c) focus and report on fair play, effort and skill performance rather than behavioural incidents;
- d) have realistic expectations of young players performance; and
- e) recognise the sports & recreation achievements of all young people.

SECTION 6 SCHOOL and SPORTS and RECREATION ORGANISATION LINKS

6.1 General

Close links must be established between schools and sports & recreation organisations to ensure a systematic and coordinated delivery of junior Sports & Recreation.

6.2 Duplication of competition

Duplication of competition can lead to overtraining, burnout and unnecessary competing demands on young people. It also leads to excessive burdens on parents, coaches, officials, community organisations and schools. The duplication of Deaf junior sports & recreation activities can be reduced by:

- a) coordinated scheduling of school and community competitions at all levels; and
- b) junior development programs that incorporate both school and community based components.

6.3 Consistency

Consistency can be assured by:

- a) the use of the same age groupings for competition;
- b) a common date for determining the age eligibility of participants; and
- c) adherence to the recommended rules for junior competition.

6.4 Shared resources

To ensure the efficient and effective delivery of junior Sports & Recreation, school and the sports & recreation organisation resources should be shared where possible.

6.5 The role of schools

Schools can establish closer cooperative links with sports & recreation organisations by:

- a) liaising with community Sports & Recreation groups and encouraging the use of facilities, both during and outside school hours; and
- b) integrating their sports & recreation competition programs with those of

community organisations.

6.6 The role of sports & recreation organisations

Sports & recreation organisations should establish closer links with schools by:

- a) promoting the availability of coaching assistance and resources to Deaf children in their local area;
- b) sharing of sports & recreation equipment where required; and
- c) integrating competition programs with schools, sporting clubs and recreation organisations.
- d) Educate teachers and parent on the sports and recreation capabilities of Deaf People

SECTION 7 SAFETY GUIDELINES

7.1 General

The provision of healthy and safe environments is essential for junior Sports & Recreation. Safety guidelines should include procedures for the following areas:

- medical;
- emergency procedures;
- program consideration;
- supervision and control;
- safe facilities and equipment; and
- sun safety.

It is therefore necessary that those conducting junior Sports & Recreation:

- a) recognise the physical and emotional differences between young people and adults;
- b) are sensitive to the long or short-term medical conditions of participants including the management of existing illnesses and injuries;
- c) insist that junior Sports & Recreation facilities and equipment are appropriate and safe;
- d) insist that participants wear the appropriate protective equipment which conforms with required guidelines;
- e) create quality learning environments by encouraging accredited coaches and instructors;
- f) encourage coaches and instructors to maintain current sports & recreation first-aid qualifications; and
- g) provide access to appropriate first aid facilities and equipment.

7.2 Physiological Considerations

Physiological considerations that Deaf junior sports & recreation needs to be aware of could include:

- training techniques and exercise programs;
- body temperature regulation;
- fluid;
- stress;
- drugs in sports & recreation ;
- nutrition;
- weight training; and
- other specific areas.

7.3 Sun Safety

Deaf Sports & Recreation Queensland realises the need to educate young members about SunSmart behaviour and protect them from the sun while participating in Deaf Junior Sports and Recreation Club, thus reducing the risk of skin damage from exposure to the sun. It is vital that any SunSmart Policy be consistent with Queensland Cancer Fund guidelines.

7.4 Smoke Free Policy

Deaf Sports & Recreation Queensland is committed to the health and optimal performance of those young people under our care and supervision. For optimal performance, smoking by players is not encouraged. The impact of significant adults such as coaches and senior players on the smoking behaviour of young people is acknowledged. The negative effects of passive smoking, particularly on young children, and children with respiratory conditions is acknowledged. Providing a smoke free policy for junior participants reflects commitment to provide a sports & recreation environment for young players which brings out the best in each individual.

A smoke free policy could include any or all of the following components:

- total smoke free venues when all sports & recreation is played;
- total smoke free venues when Deaf junior sports & recreation is played;
- smoke free indoor venues when Deaf junior sports & recreation is played;
- smoke free outdoor sidelines when Deaf junior sports & recreation is played;
- encourage coaches, managers and other officials to provide a positive role model in respect to smoking, and refrain from smoking in front of junior players;
- include an educational component on smoking issues in Deaf junior sports & recreation programs; and
- place non-smoking posters and signage around sports & recreation venues during junior competitions/games.