



He oranga ngākau, He pikinga waiora.

Positive feelings in your heart will raise your sense of self-worth.

Rationale

The BOT recognises that participation in sport by students and staff can have positive physical, mental/emotional, social and spiritual benefits for the individual, whānau, the school and the wider community.

Our school provides a range of activities for children to participate in sports, many of which rely on adult volunteers from the school community to coach, manage and support teams. Without the commitment of volunteers our children would not be able to play sport.

This policy has been developed to ensure a shared understanding by all stakeholders of the approach to sport at Allandale that is based on the evidence and empowers all involved. It has been informed by:

1. The school values;
2. The Health & Physical Education Curriculum (including the underlying concepts and all four strands – *see glossary*); and
3. An international evidence base and a growing national sporting movement that promotes lifelong enjoyment and positive participation in physical activity for all students through a kaupapa of inclusion and through a redefining of sporting success away from a traditional results base alone.

Additional background can be found in the Appendices.

The School Sports Policy outlines the kaupapa, responsibilities and commitments required by players, parents, officials and spectators.

Kaupapa

School sport is an opportunity for children to enjoy and benefit from participation in school sport to enable them to develop skills, self-esteem, fun, fitness and friendships.

At Allandale we want to provide all children with positive sporting experiences to encourage life-long involvement in sports and all the benefits that brings. We have a kaupapa of inclusion, equal opportunity, and participation for holistic well-being.

The key objectives are for our tamariki to:

- Have lots of opportunities to participate in sport, regardless of ability, within age restrictions.
- Experience a safe, healthy and friendly sporting environment that develops self-esteem and confidence
- Improve personal fitness and develop skills
- Build friendships

- Provide the opportunity to learn appropriate sporting behaviour
- Develop a life-long love of sport

Implementation and communications

We will work to ensure all children and adults involved in sport at Allandale are aware of and follow this policy when participating in or assisting school sport teams.

We encourage coaches use the SMILES approach:

- **S: Safe.** Check that the playing area, playing and coaching equipment is safe and know your emergency procedures.
- **M: Maximum Participation.** Try to ensure that all players are engaged in the activities provided.
- **I: Inclusive.** Think of ways to adapt the games and activities to allow any child to join in.
- **L: Learning.** Try to help players to learn through playing and don't give them all the answers straight away.
- **E: Enjoyment.** Create a positive, fun environment which will help children fall in love with the game.
- **S. Success.** Observe the activity and try to make the challenge point for players not too easy and not too. Redefine success away from a results base alone so every participant can aspire to and achieve success, no matter their ability or level.

CODES OF CONDUCT

We have developed the following codes of conduct to help all involved have a shared understanding about what this policy means in practice:

Players' Code

'I will ...

- play by the rules of the sport and show respect towards officials.
- work hard for my team and myself.
- be a good sport towards both members of my team and opponents
- cooperate with my coach, team-mates and opponents.
- participate for my own enjoyment and benefit.
- respect the rights and worth of all participants regardless of their gender, ability, cultural background or religion.
- strive to improve my skills and fitness.
- attend training regularly and be available for games.
- inform my coach or manager when I am unable to attend training or play in a game.'

Staff and Coach's Code

'I will ...

- remember that young people participate in sport for pleasure.
- give all players fair attention and opportunities.
- encourage all players, even when mistakes are made.

- seek to improve all children's fitness levels appropriate to their age.
- be reasonable in the demands on players' time, energy and enthusiasm.
- operate within the rules and spirit of the sport.
- avoid over-playing talented players and ensure all players receive fair game time.
- be respectful towards opponents and officials.
- follow the medical advice towards sick and injured players.
- attempt to obtain appropriate coaching qualifications in my sport.'

Whānau Code

'I will ...

- remember that my child plays sport for his/ her enjoyment, not mine.
- focus on my child's and the team's efforts and performance rather than winning or losing.
- allow the coach to be the person who instructs and controls the team.
- encourage all players even when mistakes are made.
- encourage my child to play according to the rules and to settle disagreements respectfully.
- respect officials' decisions.
- assist my child to understand and follow the players' code.
- raise any concerns that I may have with the coach or Sports Coordinator.
- respect the rights and worth of every player regardless of their gender, ability, cultural background or religion.
- encourage my child to participate, but not force him/her into sport.
- help the team by fulfilling my agreed responsibilities or role.
- collect my child from practices and matches at the appropriate time, inform my child's coach and/or manager when my child cannot attend or when I need support enabling my child to attend.
- ensure that my child wears appropriate safety and sun-smart equipment.'

Duty of Care

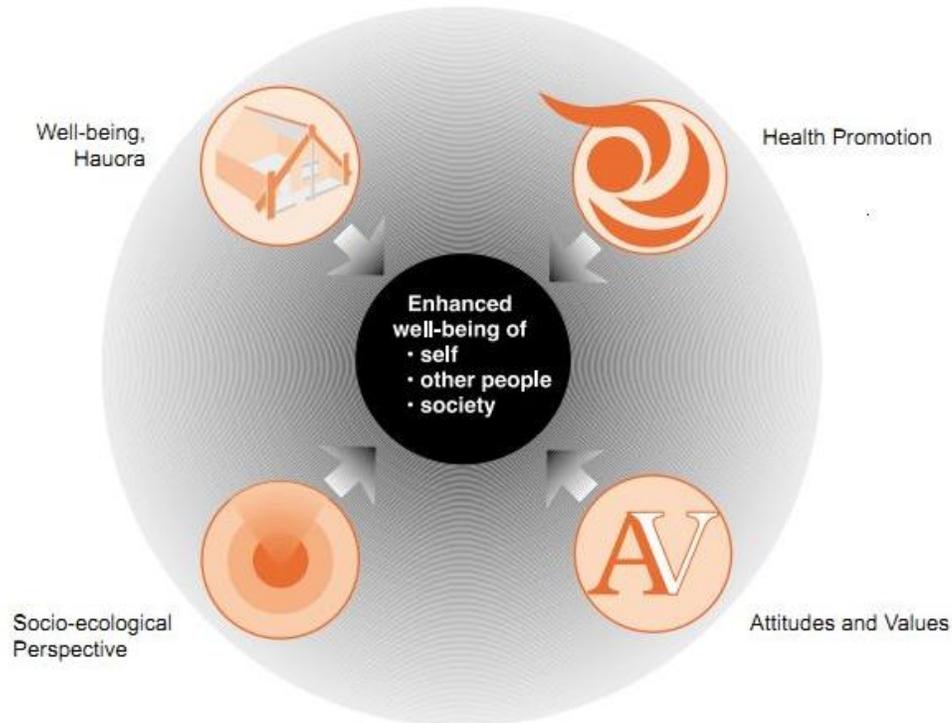
During after school sport the ultimate duty of care lies with the parent. However, coaches and managers have a basic duty of care to discharge, and should:

- have up-to-date contact information for whānau or guardians of participating children
- not leave a child alone at the end of practices or matches unless agreed prior
- ensure that a basic first aid kit is available
- remove players with open wounds from the game to receive treatment
- call an ambulance in the absence of a parent in the event of serious injury or illness
- cancel practices or matches in extreme or inclement weather, and give reasonable notice to parents.
- ensure that players comply with sunsmart and other appropriate safety practices.

The school will work to ensure all coaches have a good understanding of the kaupapa of sport at Allandale and adhere to the roles and responsibilities of those involved.

Appendix

This policy was informed by recent research.



Well-being

The concept of well-being encompasses the physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

Hauora

Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whanau, and taha wairua.

Taha tinana - Physical well-being

the physical body, its growth, development, and ability to move, and ways of caring for it.

Taha hinengaro - Mental and emotional well-being

coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.

Taha whanau - Social well-being

family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.

Taha wairua - Spiritual well-being

the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)

Each of these four dimensions of hauora influences and supports the others.

Health promotion

Health promotion is a process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities, and society.

The health promotion process requires the involvement and collective action of all members of the wider school community –students, staff, parents and caregivers, and other community members.

By engaging in health promotion, students and teachers can:

- come to understand how the environments in which they live, learn, work, and play affect their personal well-being and that of society
- develop the personal skills that empower them to take action to improve their own well-being and that of their environments
- help to develop supportive links between the school and the wider community
- help to develop supportive policies and practices to ensure the physical and emotional safety of all members of the school community.

Health promotion encourages students to make a positive contribution to their own well-being and that of their communities and environments.

The socio-ecological perspective

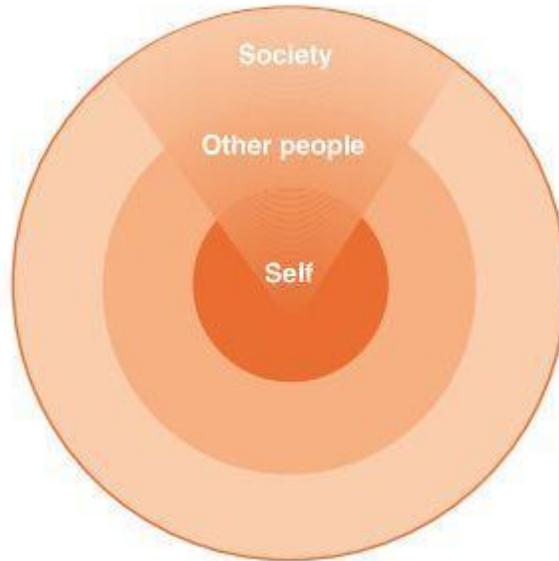
People can take part in the health promotion process effectively only when they have a clear view of the social and environmental factors that affect health and well-being. Through learning experiences that reflect the socio-ecological perspective, students can seek to remove barriers to healthy choices. They can help to create the conditions that promote their own well-being and that of other people and society as a whole. Through this perspective, students will also come to a better appreciation of how and why individuals differ.

The socio-ecological perspective will be evident when students:

- identify and reflect on factors that influence people's choices and behaviours relating to health and physical activity (including social, economic, environmental, cultural, and behavioural factors and their interactions);
- recognise the need for mutual care and shared responsibility between themselves, other people, and society;

- actively contribute to their own well-being, to that of other people and society, and to the health of the environment that they live in.

Through the socio-ecological perspective, students will learn to take into account the considerations that affect society as a whole as well as individual considerations and will discover the need to integrate these.



Attitudes and values

Programmes in health and physical education contribute to the well-being of individuals and society by promoting the attitudes and values listed below.

Through their learning in health and physical education, students will develop a positive and responsible attitude to their own physical, mental and emotional, social, and spiritual well-being that includes:

- valuing themselves and other people
- a willingness to reflect on beliefs
- the strengthening of integrity, commitment, perseverance, and courage.

They will develop respect for the rights of other people, for example, through:

- acceptance of a range of abilities
- acknowledgment of diverse viewpoints
- tolerance, rangimarie, and open-mindedness.

They will develop care and concern for other people in their community and for the environment through:

- cooperation and awhina
- applying aroha, manaakitanga, care, compassion, and mahi a ngakau
- constructive challenge and competition
- positive involvement and participation.

They will develop a sense of social justice and will demonstrate:

- fairness
- inclusiveness and non-discriminatory practices.

Strands

Strand A: Personal Health and Physical Development

Learning in this strand focuses on the personal health and physical development of students and includes understandings about personal identity and self-worth. Students develop the knowledge, understandings, skills, and attitudes to meet their health and physical activity needs, both now and in the future. They learn about influences on their well-being and develop self-management skills that enhance their health. Students are encouraged to take increasing responsibility for the changing patterns of their life, work, relaxation, and recreation.

Strand B: Movement Concepts and Motor Skills

Learning in this strand focuses on the personal movement skills that students develop in a range of situations and environments. Learning by participating in spontaneous play, informal games, cultural activities, creative movement, dance, sport, and other forms of activity enables students to strengthen their awareness of their personal identity, to experience the pleasure of physical activity, and to develop their awareness and appreciation of the diverse nature of movement.

Learning physical skills helps students to develop understandings about how they move and about how to care for themselves, manage competition, and make informed choices in relation to play, recreation, and work. Learning in this strand also allows students to develop and apply knowledge and understandings of the social and cultural factors that influence the ways in which individuals and groups become involved in physical activity.

Strand C: Relationships With Other People

Learning in this strand focuses on students and their relationships with other people. Students examine effective relationships in classrooms, schools, whanau, and the wider community during play, recreation, sport, work, and cultural events. They consider how they influence the well-being of other people and how the attitudes, values, actions, and needs of other people influence them.

Students also develop the knowledge and interpersonal skills to enable them to interact sensitively with other people. They learn to evaluate the impacts that social and cultural factors have on relationships, in particular, the impacts of stereotyping and of discrimination against individuals on the basis of their gender, ethnicity, age, economic background, sexual orientation, cultural beliefs, or differing abilities.

Strand D: Healthy Communities and Environments

Learning in this strand focuses on the interdependence of students, their communities, society, and the environment. Students identify physical and social influences in the classroom, the school, the family, and society that promote individual, group, and community well-being. They develop understanding of their responsibilities to their communities and come to recognise the benefits that they can experience from participating actively as community members. Students are encouraged to identify inequities, make changes, and contribute positively, through individual and collective action, to the development of healthy communities and environments.

The essential skills

Health and Physical Education in the New Zealand Curriculum (1999) makes a unique and significant contribution to the development of the essential skills described in The New Zealand Curriculum Framework.

Physical Skills

Students can develop the essential physical skills necessary for daily living when they have opportunities to:

- use fundamental movement skills, including locomotor, non-locomotor, gross, and manipulative actions
- use physical skills to develop and extend their personal capabilities
- use physical skills for personal expression
- use physical skills in play, games, formal exercise, dance, and daily life
- demonstrate physical skills for personal safety and first aid
- demonstrate physical skills in relaxation
- use physical skills in competitive situations
- apply specialist skills in areas of interest, including recreation, sport, and work.

Self-management and Competitive Skills

Students can develop the skills and processes required for self-management, change, and competition when they have opportunities to:

- demonstrate a sense of self-worth and personal identity
- show initiative, integrity, commitment, perseverance, courage, tolerance, and adaptability
- demonstrate the skills of self-appraisal and self-advocacy
- set, evaluate, and achieve realistic goals
- manage time and other resources effectively

- approach challenge, change, stress, conflict, competition, and feelings of success and failure in constructive ways
- exercise self-discipline and take responsibility for their own actions and decisions
- take responsibility for their own health, physical activity, and safety, using appropriate skills to protect their bodies from harm and abuse.

Communication Skills

Students can develop the skills to communicate beliefs, ideas, understanding, options, choices, consequences, decisions, and solutions in a range of contexts, using oral, written, and visual language skills, when they have opportunities to:

- express their needs and feelings clearly and confidently
- respond sensitively to the needs and feelings of other people
- listen
- assert themselves
- advocate
- mediate and negotiate
- demonstrate skills of discrimination and critical analysis, particularly in relation to information provided by the media
- present a case clearly, logically, and convincingly
- use up-to-date information and communication technologies.

Problem-solving Skills

Students can develop problem-solving skills in contexts that are directly relevant to their lives through learning experiences that provide opportunities to:

- think critically, creatively, reflectively, and logically
- exercise imagination, initiative, and flexibility
- identify, describe, and redefine problems and analyse them from a variety of perspectives
- make connections and establish relationships
- enquire, research, and explore options and consequences
- make informed choices
- implement decisions
- evaluate processes, decisions, actions, and outcomes.

Social and Co-operative Skills

An essential component of this curriculum is the provision of learning experiences through which students can develop and practise the social and co-operative skills they need to enhance their relationships with other people in a wide range of social and working contexts. Opportunities should be provided for students to:

- demonstrate effective relationships with other people and work in co-operative ways to achieve common goals
- accept various roles and take responsibility, as a member of a group, for jointly decided actions and decisions

- participate appropriately in a range of social, cultural, and physical settings
- demonstrate the principles of fair play in situations where people are involved in physical activities
- exercise leadership skills
- recognise, analyse, and respond appropriately to discriminatory practices and behaviours
- acknowledge individual differences and demonstrate respect for the rights of all people
- demonstrate consideration for other people and show such qualities as integrity, reliability, trustworthiness, aroha, fairness, diligence, tolerance, and manaakitanga
- demonstrate a sense of responsibility for the well-being of other people and for the environment
- participate effectively as responsible citizens in a democratic society
- use negotiation and conflict resolution skills to find positive solutions or to help a group reach consensus.

Information Skills, Numeracy Skills, and Work and Study Skills

As students develop knowledge and understanding in health education and physical education, the importance of information skills, work and study skills, and numeracy skills increases. Students will be required to collect, retrieve, process, and interpret data and to use appropriate technologies to present it. Health education and physical education encourage students to develop sound working habits, to work independently as well as in groups, and to take increasing responsibility for their own learning.