

## **CINA'S CODE OF PRACTICE FOR NETBALL COACHES POLICY**

### **PURPOSE**

The Cayman Islands Netball Association (CINA) is established with the following objects:

- (a) To promote, foster, develop, stimulate and control the game of netball in the Cayman Islands, in accordance with the ideals and objects of the International Netball Federation (INF), as mediated through the Americas Federation of Netball Associations (AFNA), Olympic and Commonwealth movements, and without any discrimination on the grounds of race, gender, religion, creed, political beliefs, disability, marital status, sexual orientation or trade union activity; and
- (b) To make, adopt, vary and issue byelaws and regulations, standing orders and procedural rules concerning all forms and aspects of the game of netball in the Cayman Islands, and to take such steps as shall be deemed necessary or advisable for enforcing them.

In light of these purposes, CINA is responsible for ensuring that the competence and quality of netball coaching is effective and meets certain standards of practice. In the licensing of netball coaches, there are expectations of all coaches to perform to certain standards. These are ethical standards as well as technical skills in a number of areas: humanity, relationships, commitment, co-operation, integrity, advertising, confidentiality, abuse of privilege and safety. Coaches should confine themselves to practice in the area of competence for which their training and competence is recognised by CINA.

This policy and code of practice framework is specifically related to netball coaches and represents a series of guidelines rather than a set of instructions.

### ***CODE OF PRACTICE FOR NETBALL COACHES***

Coaching encourages people to achieve, improve enjoyment, maintains engagement, improves fitness, develops skills and builds lifelong connections to sport and activity. This means that coaches, leaders and instructors play a critical role in the development of netball. Good coaches ensure participants have positive experiences, so they are more likely to continue and achieve to their potential.

Coaches must demonstrate a high degree of honesty, integrity and competence. The need for coaches to understand and act on their responsibilities is vital in netball, as is the need to promote participation for fun and enjoyment, as well as achievement over time (i.e. the LTAD principles). This is implicit in good coaching practice which also promote a professional image. This *Code of Practice for Netball Coaches* defines all that is best in coaching netball in the Cayman Islands.

## *Code of Conduct for Netball Coaches Policy*

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This *Code of Practice for Netball Coaches* provides a guide for good and safe coaching practice, but a code in isolation is of minimal value. The effectiveness of the code links with other wider coaching practice and behaviour frameworks, which includes:

- Alignment with CINA's constitution and governance policies and procedures;
- Forming part of the coach education and development programme delivery as an integral element;
- Assessed as part of the coach accreditation and licensing process
- Being part of the policy and procedure for dealing with allegations and complaints
- A benchmark of good practice in determining sanctions for infractions and poor standards of delivery which might bring the sport into disrepute
- Supported by appropriate training and resources.

The CINA code of practice, shown as a matrix below, is based on four broad 'Quality Standards' mapped against three core 'descriptors' of practice. The Quality Standards pillars upon which the codes are grouped are as follows:

- Rights and responsibilities
- Relationships
- Personal standards
- Professional standards

Each pillar is cross referenced against three core areas of 'practice' (or expectations) as follows:

- Values
- Attitude/behaviour
- Responsibilities

**CODE OF CONDUCT MATRIX**

Standards Practice	Values	Behaviour	Responsibilities
<b>RIGHTS AND RESPONSIBILITIES</b>	Coaches must respect and champion the rights of every individual to participate in sport and physical activity	Coaches should: <ul style="list-style-type: none"> <li>- Treat all individuals with respect at all times.</li> <li>- Do not discriminate on the grounds of gender, marital status, race, colour, disability, sexual identity, age, occupation, religious beliefs or political opinion.</li> <li>- Do not allow any form of discrimination to go unchallenged.</li> <li>- Do not publicly criticise or engage in demeaning descriptions of others, especially those under your care.</li> <li>- Be discreet in any conversations about participants, coaches or any other individuals.</li> <li>- Communicate with and provide feedback to participants in a way that reflects respect and care.</li> </ul>	Coaches should: <ul style="list-style-type: none"> <li>- create an environment where everyone has the opportunity to participate in their chosen sport or activity</li> <li>- maintain an environment free of fear and harassment</li> <li>- recognise the rights of all participants to be treated as individuals</li> <li>- recognise the rights of participants to seek advice from other coaches and experts</li> <li>- promote the concept of a balanced lifestyle, supporting the well-being of participants in and out of the sport.</li> </ul>
<b>RELATIONSHIPS</b>	Coaches must develop a relationship with their participants (and others) based on openness, honesty, mutual trust and respect.	Coaches should: <ul style="list-style-type: none"> <li>• Be aware of the physical needs of participants (especially at the developmental stage) and needs of children and young people and</li> </ul>	Coaches: <ul style="list-style-type: none"> <li>• must not engage in behaviour that constitutes any form of</li> </ul>

		<p>ensure that training loads and intensities are appropriate and proportionate.</p> <ul style="list-style-type: none"> <li>• Ensure that physical contact is appropriate and necessary and is carried out within recommended guidelines with the participant’s full consent and approval.</li> <li>• Do not engage in any form of sexually related contact or activity with any participant for whom you have responsibility. This extends to sexual innuendo, flirting or inappropriate gestures and terms. Coaches are in a position of power and trust in relation to participants. By entering into an intimate/sexual relationship with a participant, a coach may be deemed guilty of abusing this position and, in relation to children and young people, this may be unlawful.</li> <li>• Inform parents/guardians immediately if you are at all concerned about the welfare of a child, unless there are concerns that this would not be in the interests of the child.</li> <li>• Know and understand the relevant governing body of sport or</li> </ul>	<p>abuse (physical, sexual, emotional, neglect, bullying)</p> <ul style="list-style-type: none"> <li>• should promote the welfare and best interests of their participants</li> <li>• must avoid sexual intimacy with participants, either while coaching them or in the period of time immediately following the end of the coaching relationship</li> <li>• must take action if they have a concern about the behaviour of an adult towards a child or vulnerable adult</li> <li>• should empower participants to be responsible for their own decisions</li> <li>• should clarify the nature of the coaching services being offered</li> <li>• should communicate and cooperate with other organisations and</li> </ul>
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		<p>employer’s child protection/safeguarding policy and procedures and follow them.</p> <ul style="list-style-type: none"> <li>• Follow the reporting procedures laid down by your club or employer if you have a concern – non-action is unacceptable.</li> <li>• Arrange to transfer a participant to another coach if it is clear that an inappropriate or intimate relationship is developing.</li> <li>• Discuss with parents/guardians and other interested parties the potential impact of the programme on the participant.</li> <li>• Respect participants’ opinions when making decisions about their participation in the sport.</li> <li>• Encourage participants to take responsibility for their own development and actions.</li> <li>• Allow participants to discuss and participate in the decision-making process.</li> <li>• Discuss and agree with participants what information is confidential.</li> <li>• Inform participants or their parents/guardians of the requirements of the sport or activity.</li> </ul>	<p>individuals in the best interests of participants</p>
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<p><b>PERSONAL STANDARDS</b></p>	<p>Coaches must demonstrate proper personal behaviour and conduct at all times</p>	<ul style="list-style-type: none"> <li>- Operate within the rules and the spirit of the sport or activity.</li> <li>- Educate participants on issues relating to the use of performance-enhancing drugs in sport and cooperate fully with the Anti-Doping and governing body policies.</li> <li>- Maintain the same level of interest and support when a participant is sick or injured.</li> <li>- Display high standards in use of language, manner, punctuality, preparation and presentation.</li> </ul>	<p>Coaches:</p> <ul style="list-style-type: none"> <li>- must be fair, honest and considerate to participants and others in their sport</li> <li>- should project an image of health, personal hygiene and functional efficiency</li> <li>- must be positive role models for participants at all times.</li> </ul>

		<ul style="list-style-type: none"> <li>- Encourage participants to display the same qualities.</li> <li>- Do not smoke, drink alcohol or use recreational drugs before or while coaching. This gives a negative image and could compromise safety.</li> <li>- Display control, respect, dignity and professionalism to all involved in the sport or activity.</li> </ul>	
<b>PROFESSIONAL STANADRDS</b>	To maximise the benefits and minimise the risks to participants, coaches must attain an appropriate level of competence through qualifications, and a commitment to ongoing training to ensure safe and correct practice.	<ul style="list-style-type: none"> <li>- Follow the guidelines and such policies of CINA.</li> <li>- Plan all sessions so they meet the needs of the participants and are progressive and appropriate.</li> <li>- Maintain appropriate records of participants' progress.</li> <li>- Recognise and accept when it is appropriate to refer a participant to another coach or specialist.</li> <li>- Seek to achieve the highest appropriate level of qualification available.</li> <li>- Seek continuing professional development (CPD) opportunities to develop coaching skills and competencies and updating of knowledge.</li> <li>- Be aware of relevant social issues and how the sport can contribute</li> </ul>	<p>Coaches should:</p> <ul style="list-style-type: none"> <li>- ensure the environment is as safe as possible, taking into account and minimising possible risks</li> <li>- promote safe and correct practice</li> <li>- be professional and accept responsibility for their actions</li> <li>- make a commitment to providing high quality service to their participants</li> <li>- actively promote the positive benefits to society of participation in sport and activity,</li> </ul>

		<p>to local, regional or national initiatives.</p> <ul style="list-style-type: none"> <li>- Actively participate in recruitment and education opportunities in the sport.</li> <li>- Actively contribute to local, regional and national initiatives to improve the standards and quality of coaching in the sport (and sport more general).</li> <li>- Work in an open and transparent way that encourages other coaches to contribute to or learn from your knowledge and experience.</li> <li>- Use self-analysis and reflection to identify developmental needs.</li> <li>- Manage lifestyle and coaching commitments to avoid the burnout that might impair your performance.</li> <li>- Do not assume responsibility for any role for which you are not qualified or prepared.</li> <li>- Do not misrepresent your level of qualification.</li> <li>- Promote good coaching practice in others and challenge any poor practice you observe.</li> </ul>	<p>including the contribution it makes to achieving improved health, well-being and educational outcomes for children and young people</p> <ul style="list-style-type: none"> <li>- contribute to the development of coaching by exchanging knowledge and ideas with others, and by working - in partnership with other agencies and professionals</li> <li>- gain qualifications appropriate to the level at which they coach.</li> </ul>
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