

CCS Guidelines for Sport

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Purpose of the Guideline

The purpose of the guideline is to establish the rationale for sport at CCS and state the expectations for participants involved in sport at CCS. It serves as a framework for promoting fair play, ethical behaviour, and respect among athletes, coaches and support staff, officials, and spectators.

Rationale for Sport at CCS

The overarching rationale for sport at CCS is holistic in nature. We value:

- **Physical Fitness and Well-being:** Sport enables students to partake in physical activities that foster fitness and general wellness. Regular engagement in sports supports a healthy lifestyle, enhancing cardiovascular health, muscle strength, coordination, and overall physical vitality.
- **Skill Enhancement:** School sports provide a platform for students to cultivate and refine various athletic abilities. Through participation, students develop teamwork, motor skills, strategic thinking, and individual techniques, empowering them to participate and progress in the sports available at CCS.
- **Character Cultivation:** Sports contribute to the formation of students' character and values. They acquire vital traits such as discipline, perseverance, resilience, teamwork, leadership, and sportsmanship. Sports instil a strong work ethic, imparting the capacity to handle both triumphs and setbacks, while nurturing self-confidence and self-esteem.
- **Social Interaction and Collaboration:** Sports facilitate social interaction and foster collaboration among students from diverse backgrounds. Being part of a team cultivates cooperation, communication, and the ability to work harmoniously. Students learn to support and value one another, forging meaningful relationships.
- **Mental and Emotional Well-being:** Sports play a crucial role in enhancing students' mental and emotional well-being. Physical activity and exercise are linked to improved mood, stress reduction, and increased mental resilience. Sports provide a constructive outlet for stress, impart skills to manage emotions, and contribute to a sense of belonging and achievement.
- **School Spirit and Community Cohesion:** Sports foster a sense of school spirit and unity, creating a close-knit community comprising students, teachers, parents, and past pupils. Sporting events and competitions bring people together, creating an encouraging and enthusiastic atmosphere that nurtures a sense of belonging and loyalty.

- **Academic Performance:** Engaging in sports has been associated with improved academic performance. Regular physical activity enhances cognitive function, concentration, and memory, ultimately benefiting students academically. Additionally, sports impart valuable skills such as time management, goal setting, and discipline, positively influencing students' academic endeavours.
- **Encountering Healthy Competition and Life Lessons:** Sports expose students to healthy competition, providing invaluable life lessons. They learn to navigate success and failure, develop resilience, set goals, overcome challenges, and adapt. These experiences extend beyond the sports realm, equipping students with vital skills applicable to various aspects of life.

Advertising Playing Opportunities

The Sports coordinator will ensure that opportunities to play sport are:

- Open for sign-up for at least TWO school weeks prior to the start of the playing season in Terms 2-4
 - In Term 1, open for sign up shall be at least ONE school week prior to the start of the playing season
- Advertised by bulk email to all relevant parents via the registered KAMAR home email address and at least three consecutive school days before the sign-up period begins

It is NOT the Sports Coordinator's responsibility to ensure that every student in the school hears about every opportunity to play sport. So long as the coordinator has followed the above, there will be no grounds for protest if there is some reason why a student is unaware of a sporting sign-up opportunity.

Managing Parental Requests

The following process will be followed:

1. Parents must email the Sports Coordinator with the request and any supporting statements during the sign-up stage window mentioned above
2. The Sports Coordinator will consider the request and weigh the request against the points noted in the 'offer of placement in a team' section below
3. The Sports Coordinator will endeavour to make a decision within 5 school days
4. The Sports Coordinator will email the parent confirming the decision
5. The decision of the Sports Coordinator is final

Registering interest in playing a Sport

1. Parents must register their child's interest and make payment of any subs and fees within stated time frames on the MYKINDO app to secure their child's interest in playing a sport
 - a. Parents may request access to Support Funding should the fees or subs become a barrier to playing a sport. In such cases, contact the Sports Coordinator in the first instance.
2. The list of registrations on MYKINDO CCS will be used to:
 - a. Generate the Cornerstone teams
 - b. Assign coaches (which have sometimes already been prearranged)
3. If the number of registrations are below that required to form a CCS team, the Sports Coordinator will first ask the child if they would like to play a different sport for Cornerstone, again confirming with the parents that they are able/allowed to play.
 - a. If any child would still prefer to play the sport they originally selected, they should contact the Sports Coordinator within five school days of the of the 'offer of placement in a team/sport' – see section below. In such cases, the Sports Coordinator will contact the RSA, or another Primary or Secondary School, and endeavour to find placement for the child to play representing another school. If another school confirms this possibility, it will then be up to the parents to liaise with the other school.
 - i. Should the above be agreed, the CCS Principal will offer a letter that allows the child to play for that school in the local competition. The Principal will not offer letters if a child was too late in the sign-up process, or if the child is opting out of being in a cornerstone team that would otherwise have been entered for competition.
 - b. Offers above are only for a season at a time. The following season, CCS may have the numbers to confirm a team. In such cases, a student who previously played for another school will now be asked to play for CCS in the new season.

CCS does not offer letters to students who decide they do not want to play for CCS when a team is available at CCS. This position is in keeping with the school's holistic and teams based approach to sport and is aimed at ensuring that where ever possible, all children at Cornerstone Christian School can have an opportunity of playing in an sports team.

Offer of Placement in a Team/Sport

When placing students into CCS teams, the Sports Coordinator will consider the following:

- Needs of any tournament teams
- Social needs of the students
- Number of players available
- Coaching availability
- Other factors that may be relevant at the time
- Parent wishes/needs

CCS will endeavour to balance all of the above. Parental wishes may be considered as outlined above, but will not be prioritised if they negatively impact on the broader goals of CCS Sports. Furthermore, the Sports Coordinator is required to ensure that parental requests do not take priority over the broader needs being balanced above.

Managing any Team Placement Disputes

If a parent believes the process above was not followed, an appeal should be made to the Deputy Principal within 3 school days. The DP will look at whether the correct process was followed. If it was, any decisions will stand. If an error in process is judged to have occurred, the DP will ask the Sports Coordinator to review the decision.

Disagreeing with the Sports Coordinator is NOT grounds for overturning the decision. Taking offense to any part of the process outlined above is NOT grounds for overturning the decision.

Managing Ability Levels

Due to our small size, our teams will often have children of varying abilities. Once again, CCS will work to prioritise the collective goals and ambitions of the sporting programmes over the individual needs of any one particular player.

That said, in some cases, it may not be appropriate to place a student from a lower grade or division into a higher-level team, even if there is space available. Factors such as skill level, physical readiness, and team dynamics must be carefully considered to ensure the integrity of the competition and the safety and development of all players. While we aim to provide opportunities for growth, these decisions will always be made with the best interests of both the individual and the team in mind.

Club sport vs playing for the School

Players are encouraged to play for the school rather than club teams. However, there may be acceptable reasons for a student to play for a club rather than to play for a school team, or to play on both club and school teams. Such situations may occur when:

1. The highest grade played at school level is both:
 - a. Well-below the established skill level of the individual player, and
 - b. It can be demonstrated that playing for the club will extend the student's own performance level
2. The sport of choice is not offered by the school

Where a student plays for both a club and the school, playing for a Club should not conflict with playing for the school. The Coaches of both Club and School teams should try to communicate regularly with each other to manage player wellbeing, game time, injury management etc.

Club Players and Inter-school Exchanges

Eligibility of club players to play on CCS interschool exchanges will be at the discretion of the Sports Coordinator and the Exchange Team Coach. In such cases, it must be shown that inclusion of a club player will not be at the exclusion of a regular school team player at the exchange.

Player Obligations to Teams, Practices and Fundraising

1. Players must make every effort to attend games, practices, and meetings on time
2. Players must make every effort to contribute to, and participate in, any tournament team fundraising activities
 - a. All labour efforts made by students to fundraising are considered DONATIONS of time and effort and are not refundable in the event of a cancellation
 - b. See fundraising section for more details
3. Players must communicate with the coach if they are unable to attend games and/or practices
4. Players must always show respect to coaches, officials, and other players on and off the field/court

5. Players must inform their coach of any injuries or illness that may have occurred during training and/or games. Of particular concern is concussion as this may have wider implications than simply not playing sport for the specified time.
 - a. **Players/parents must report CONCUSSION TO THE SPORTS COORDINATOR WITHIN 48 HOURS.** Players will not be allowed to play until a medical clearance is sighted by the Sports Coordinator, and the clearance is given to the coaches and/or other relevant personnel by the Sports Coordinator.
6. Players must comply with all school rules and the player Code of Conduct when representing the school

Player Code of Conduct

All players on CCS Teams or representing our school in sports competitions, must uphold a high standard of behaviour both on and off the field. The following code of conduct outlines the expectations and responsibilities for all players:

1. Respect, Sportsmanship and Personal Conduct:
 - a. Treat coaches, teammates, opponents, officials, and spectators with respect at all times.
 - b. Display good sportsmanship, win or lose, by shaking hands with opponents and acknowledging their efforts.
 - c. Avoid any form of unsportsmanlike conduct, such as taunting, trash-talking, or displaying disrespectful gestures.
 - d. Avoid engaging in any behaviour that brings discredit to yourself, your team, or the school.
 - e. Refrain from using inappropriate language or engaging in disrespectful behaviour
 - f. Represent your school and team positively in the community, both online and offline.
2. Integrity:
 - a. Play by the rules of the game, adhering to the spirit of fair play.
 - b. Do not engage in any form of cheating.
 - c. Accept decisions made by officials without arguing or showing dissent.
3. Commitment:
 - a. Attend all practices, training sessions, and games unless excused by a coach or due to extenuating circumstances.
 - b. Give your best effort during every practice and game, striving for personal improvement and team success.
 - c. Be punctual for all team activities, showing respect for your coaches and teammates' time.
4. Responsibility:
 - a. Take care of all team equipment and facilities, reporting any damages or issues promptly.
 - b. Follow team rules and guidelines regarding dress code, behaviour during travel, and any other instructions provided by coaches.
 - c. Maintain good academic standing, prioritising schoolwork and meeting all academic requirements.

5. Teamwork and Cooperation:
 - a. Support and encourage your teammates, fostering a positive and inclusive team environment.
 - b. Collaborate with coaches and fellow players, showing a willingness to learn and improve.
 - c. Resolve conflicts and disagreements in a respectful and constructive manner, seeking mediation if necessary.
6. Safety:
 - a. Prioritise your own safety and the safety of others, adhering to all safety guidelines and protocols.
 - b. Report any injuries or concerns about the safety of equipment or facilities to a coach or supervisor immediately.

By adhering to this CCS Player Code of Conduct, students can demonstrate their commitment to sportsmanship, integrity, responsibility, and teamwork. Players should aim to be exemplary representatives of our school and leave a positive legacy in sporting circles.

Managing a breach of the Code of Conduct for Student Behaviour

The following steps will be taken when students break the code of conduct or conditions of play and/or player obligations and are reported either verbally or in writing to the Sports Coordinator.

Step 1) Investigate the possible breach and establish the facts. If after weighing up the evidence a breach is judged to have occurred, a verbal warning is issued from the Sports Coordinator.

Step 2) If the poor behaviour continues, a written warning is issued by the Sports Coordinator – Parents/Caregivers notified

Step 3) If further poor behaviour continues, or in the case of serious misconduct, a standdown from playing is issued by the Sports Coordinator:

1. The Sports Coordinator or HOD PE will write a letter informing the player that they have been stood down from their team and are unable to represent the school in sport for a specified period.
 - a. The Sports Coordinator will inform the Coaches, the AP and the Principal immediately.

Step 4) If after return to the team the poor behaviour continues, the final step will be to withdraw the student from all sports for the remainder of the season.

1. The Sports Coordinator will inform the Coaches, the AP and the Principal immediately.
2. In more serious instances such as physical assault, players will be referred directly to the relevant AP.
 - a. In such cases, the normal school behaviour policies will apply

Team Priorities

Students are expected to handle any competing team schedules and commitments as follows:

1. Students must prioritise any involvement in a Senior First Team over participation in other teams.
2. Students in two Senior First Teams need to inform both coaches of their priorities and preferences for the season. If there is a clash of commitment during times such as Exchanges and Tournaments, in consultation with the Sports Coordinator, the coach of the non-preference team may decide not to select that player.
 - a. In such cases, the decision of the Sports coordinator will be final
3. Where a player has been selected for a representative team:
 - a. The player will inform the Sports Coordinator straightaway
 - b. The player will be permitted to prioritise representative practices over school practices
 - c. Students will not to be penalised for missing school practices because of their involvement in representative teams.

Player Involvement in School Sports Exchanges/Tournaments

Students who wish to be considered for School Exchanges/Tournaments are eligible for selection if the following conditions are met: They have:

1. Registered and paid for the sport they are playing in the season (Players from lower teams may be selected to attend tournaments as development or extra players for the senior teams)
2. Paid their sports fees in full, or parents/caregivers have made arrangements with the Sports Co-Ordinator
3. Been invited to play by the Sports Co-Ordinator and the team coach
4. Kept up to date with their schoolwork and their behaviour is currently satisfactory
5. Demonstrated commitment to training:
 - a. Players are expected to attend two trainings per week for tournament teams
6. Are not under statutory Standdown or Suspension at the time of the tournament or exchange
7. Where a player is not part of a regular season team for CCS, but is playing elsewhere at an equivalent level, the player may be considered for tournament provided their inclusion will not be at the exclusion of a regular school team player at the exchange.

General Practice Expectations

ONE practice per week is considered compulsory for non-tournament teams. TWO practices per week is considered compulsory for tournament teams. Any other practices are optional depending on students' other commitments and ability to achieve a balance across any involvement in multiple sports.

Out of Class Sports or Team Commitments

A student may only be considered for out of class sports or team commitments if:

1. Their attendance and academic progress in affected subjects is satisfactory
 - a. The AP must be consulted when determining this bar
2. The teachers of affected subjects do not oppose the out of class time
 - a. The AP will email the teachers to ensure point two above

Student Attendance on Exchanges or Tournaments

During exchanges/tournaments, players must:

1. Meet exchange/tournament costs PRIOR to the exchange/tournament
2. Wear the school uniform and sports uniform appropriately
3. Comply with all school rules and instructions given to them
4. Return permission slips/health/medical forms on time
5. Complete any class work missed while out of class for exchanges/tournaments

Ongoing involvement in exchanges:

1. Players may not be considered for representation at future exchanges/tournaments if the above requirements are not followed.

Dispensation:

1. Students from schools other than CCS (including Home Schoolers) may apply for 'Dispensation' to play for CCS if their school does not or is not able to offer the requested sports code and/or team.
2. Students from CCS may also apply for 'Dispensation' to play for another school if the requested sports code is not offered or able to be available through CCS.
3. Dispensation must be applied for through the Sports Coordinator who will then put it to the Principals of both schools involved and get approval by the relevant Sports Association.

Adult Coaches

All adult coaches who work with students must:

1. Have a satisfactory Police vet before undertaking their coaching responsibilities
2. Comply with the following Code of Conduct for Coaches
3. Understand and follow the Job Description for a Coach

Code of Conduct for Coaches

Coaches play a vital role in shaping the experiences and development of student players. It is essential to maintain the highest standards of professionalism and conduct. The following code of conduct outlines the expectations and responsibilities for CCS coaches:

1. Role Model:
 - a. Set a positive example for students by demonstrating good sportsmanship, respect, and integrity.
 - b. Uphold high ethical standards, both on and off the field, recognising that your behaviour reflects upon the team, school, and community.
 - c. Maintain professionalism in all interactions, treating players, parents, officials, and other coaches with respect and fairness.
2. Player Development:
 - a. Create a safe and inclusive environment that fosters the physical, mental, and emotional growth of each player.
 - b. Provide equal opportunities and support to all team members, regardless of their skill level or background.
 - c. Encourage and guide players to set personal goals, and help them work towards their full potential.
3. Communication and Collaboration:
 - a. Communicate clearly and effectively with players, parents, the school and other coaches, keeping them informed about team activities, schedules, and expectations where appropriate.
 - b. Listen to the concerns and feedback of players and parents, addressing them in a respectful and timely manner.
 - c. Where appropriate, collaborate with other coaches, sharing knowledge and expertise for the overall benefit of the players, the team and the sport.
 - d. Only meet students for pre-organised team practices, do not provide one on one coaching sessions with a student on your own.
 - e. Only communicate through email or approved group social media mechanisms.
 - i. Do not message students one to one on social media platforms
 - ii. Do not engage students in communication about non game related subjects
 - iii. Immediately refer any student requests for help/communication outside points a-d above to the Sports Coordinator

4. Coaching Practices:
 - a. Provide a balanced and age-appropriate training program that focuses on skill development, teamwork, and sportsmanship.
 - b. Adapt coaching methods to suit the individual needs and abilities of each player, fostering a positive and supportive learning environment.
 - c. Emphasise the importance of fair play, respect for opponents, and adherence to the rules of the game.
 - d. Use mana-enhancing approaches to affirm player dignity and respect.
 - i. Never ridicule, use negative humour or inappropriate sarcasm that leaves students feeling belittled
 - ii. Never swear or use put downs when addressing students, parents, or others in relation to performing the role of the coach
5. Safety and Well-being:
 - a. Never adopt a win at all costs approach to a game
 - b. Prioritise the health and safety of players, implementing appropriate training techniques, conditioning programs, and injury prevention measures.
 - c. Maintain up-to-date knowledge of first aid and emergency procedures, ensuring that appropriate medical support is available during practices and games.
 - d. Promptly report any concerns or incidents related to the well-being of players to the Sports Coordinator
 - e. Player injuries
 - i. In general, never play an injured player
 - ii. In some situations, the injury may be very minor and it is in the best holistic interests of the player to play-on. In such cases, the parents and the coach must agree. Any disagreement must be referred to the Sports Coordinator to resolve.
 - f. Never ignore a players request for medical assessment or help
 - g. Always investigate potential concussion and seek help to have a Head Injury Assessment done ASAP
 - h. Always inform parents when actual or suspected injuries occur
6. Coaching Development:
 - a. Stay up to date with coaching techniques, rules, and trends in your respective sport
7. Seek opportunities for reflection such as obtaining student feedback, parent feedback and feedback from the Sports Coordinator
 - a. Make changes in response to that feedback

8. Team Administration:

- a. Ensure that team administration tasks, such as scheduling, record-keeping, and budgeting, are carried out efficiently and transparently.
- b. Comply with all school policies, guidelines, and regulations related to team management, finances, and travel. If in doubt, check with the Sports Coordinator.
- c. Demonstrate accountability and responsibility for the proper use and maintenance of team equipment, facilities, and resources.

By adhering to the Coaches Code of Conduct, Coaches can contribute to the positive growth and development of players at CCS, promoting a culture of respect, integrity, and excellence within the school sporting programme.

The Job Description for a Coach

CCS views coaching as the art and science of sharing knowledge and experience with a player or players to improve their performance and enjoyment of the sport.

The Role of the Coach is to:

1. Comply with the Code of Conduct for Coaches
2. Run trials where needed, with the assistance of the Sports Co-Ordinator
3. Be a part of the selection team if requested (be aware though that not all coaches are appointed prior to trials).
4. Coach the team for the season and to inform the Sports Coordinator if a leave of absence is required from any games or trainings.
5. Organise and run practices – being punctual, organised and prepared
6. Run only ONE compulsory practice per week for non-tournament teams
 - a. Other practices are optional depending on students' other commitments and to achieve a balance for students involved in multiple sports.
7. Run TWO practices per week for tournament teams during the TERM of a tournament
 - a. Players are expected to attend two trainings in the above situation
8. At the earliest opportunity, inform players and parents/caregivers/whānau of your expectations for the team and for the season:
 - a. An Introductory letter with all relevant contact details for the coach will be issued to the parents by the Sports Coordinator.
9. Use appropriate means of communication with teams eg, email group, messenger group, CCS Sports FB page.
 - a. Refer to the Code of Conduct for Coaches for limitations
10. Run a player subbing system during games so players have equitable and consistent game time.
11. Ask for assistance from the Sports Coordinator when team members raise any personal matters or issues with coaching techniques
 - a. Refer to the Code of Conduct for Coaches for further information
12. Respect other Coaches, Teams and their practice sessions
 - a. Consult the Coach of another team before organising anything that might impact that Team or Coach
13. Appoint a Captain, and if necessary, Vice/Co-Captain, and give these positions appropriate responsibilities.
 - a. Inform the Sports Coordinator by email who those people are

14. Keep up-to-date contact details of parents.
 - a. At the start of the season, each coach will be provided with current KAMAR contact details of each player in their team. Coaches should update and check these details regularly and inform the school if they change.
15. Look after school equipment and storage of that equipment during the season.
 - a. Refer to the Code of Conduct for Coaches for further information
16. Promote to students and model relevant good sportsmanship practices as mentioned on the Sports NZ website . The five basic Fair Play principles include:
 - i. Respect the rules.
 - ii. Respect the opponents.
 - iii. Respect the officials and their decisions.
 - iv. Have everyone participate.
 - v. Maintain self-control at all times.
 - b. Refer to the Code of Conduct for Coaches for further information
17. Accompany the students on exchanges where appropriate and available.
 - a. Report to the Sports Coordinator any referee or sporting organisation disciplinary actions. Examples include but not limited to:
 - i. In game yellow/red cards
 - ii. Post-game sanctions
18. Select and award players for appropriate awards such as MVP, Most Improved Player and Sportsmanship
 - a. There is no requirement to award every player in the team at some point in the season. However, we strongly encourage coaches to do so in Primary and Middles school teams.
19. Liaise with other coaches before borrowing players and before confirming outcomes to those players.
20. Liaise with the Sports Coordinator before making significant decisions including but not limited to:
 - a. Applying minor player consequences – Major consequences can only be applied by the Sports Coordinator – See Manging Poor Behaviour section
 - b. Entering competitions and Tournaments
 - c. Organising games and Exchanges outside of regular season
 - d. Withdrawing from competitions or defaulting matches
 - e. Additions to and purchases of player uniform

21. Coaches are responsible for the health and safety of all their players while in their care.
 - a. Seek immediate medical assistance for all serious injuries or suspected serious injuries
 - i. HEALTH AND SAFETY REPORTING – all serious accidents/incidents involving students must be reported to the Sports Coordinator and the parents
 - a. Message/call the Sports Coordinator and parents in the first instance to inform them of a serious accident/incident.
 - b. Follow that up with an email with all the detail that is known at the time.
 - c. The Sports Coordinator will inform the Principal in the case of any hospital admissions.
 - d. The Sports Coordinator will also inform other relevant personnel eg coach & AP's of serious accidents/incidents as needed.
 - e. Refer to the Code of Conduct for Coaches for further information
 - b. Attend to all minor injuries with appropriate medical attention
 - i. Inform the parents and Sports Coordinator of the above as needed
 - c. After recovery, the Sports Coordinator will follow up on medical clearances as required and only the Sports Coordinator can inform the relevant coaches that a player is cleared to play again

Managing a breach of the Code of Conduct for Coaches

The following process shall be used when managing potential breaches of the Code of Conduct for Coaches: The Sports Coordinator will:

1. Gather the facts and identify the breach: The Sports Coordinator will gather information about the specific incident or complaint and identify where the coach has possibly breached the code of conduct.
 - a. Sources of information: Reports from officials, students, other coaches, parents, or any other reliable sources as are available.
 - i. It's important to ensure that the information is accurate and consistent.
2. Report the information above to the Principal: Where a breach of the code is judged to have occurred:
 - a. Decide on a course of action: The Principal and Sports Coordinator will decide what to do next. The following process should guide those steps:
 - i. Indicate to the coach that we have received a report of a breach of the coaching code of conduct and invite the coach to explain what happened.
 - ii. If the coach believes they were wrong to act in this way, allow them the dignity to make amends, but indicate that this behaviour cannot happen again.
 - b. If the coach deflects or justifies the harm they have caused by leveraging another person's wrongful actions:
 - i. Inform the parent that regardless of motive, adults must maintain the standard of their behaviour
 - ii. Inform the coach that any further breaches of the code may result in more significant actions by the school.
 - iii. Inform the coach that any future such actions will also be reported to the relevant sporting body
 - c. If the behaviour is repeated again:
 - i. Ask the coach to step down from coaching or attending games until they agree to maintain the code
 - ii. If the coach still refuses to comply, inform the coach they are suspended from Coaching CCS Sport for the remainder of the season.
 - iii. Report the standdown to the relevant sporting body

Role of a Staff Member in-charge of a Code- TIC

Staff play an important part in promoting and supporting sport at CCS. While it is not compulsory for staff to coach or manage a sport at CCS, every staff member is strongly encouraged to attend games and get involved where they can. For staff that do offer to become a TIC, the following will apply.

A Teacher in Charge will:

1. Comply with the Code of conduct for Coaches
2. Ensure players comply with the Code of Conduct for Players and in particular:
 - a. Ensure students wear the sports uniform correctly
 - b. Ensure all student behaviour is consistent with the Code of Conduct for Players
3. To report disciplinary matters to the Sports Co-Ordinator at the earliest opportunity
 - a. For further guidance on communication, see the Code of Conduct for Coaches
4. Meet with the Sports Co-Ordinator at the start of each season to discuss the role of the TIC and expectations as they relate to their particular charge
5. Liaise and communicate with the Sports Co-Ordinator on all issues to do with the sporting code including exchanges, tournaments and any invitational events that may arise during the year.
6. Coordinate the organisation of trials, selections, teams, and appointment of officials, in liaison with the Sports Co-Ordinator.
7. Use appropriate means of communication with teams eg email group, messenger group, CCS Sports FB page, and keep all the management for teams in that code communicating.
 - a. In particular, give clear information to students of games, practices and cancellations (in consultation with the Sports Co-Ordinator), via Daily Notices, School App, Email and other appropriate communication channels with coaches/managers/team captains.
 - b. For further guidance on communication, see the Code of Conduct for Coaches
8. Act as a link between the school, students, coaches/officials and parents/caregivers via the Sports Co-ordinator.
9. Assist the Sports Co-Ordinator with the issuing and return of sports uniforms and equipment, and gym/field bookings for training.
10. To attend games and support teams for the code on a regular basis or as required.
11. To assist the Sports Department in organising teams for sports exchanges and code specific tournaments (e.g. tournament weeks, regionals, nationals).
 - a. Please note that where possible no matches/games are to be played during school time unless part of the regular traditional exchange schedule, or having been approved by SLT
 - i. Refer to the section
12. To assist the Sports Coordinator with code awards for any end of season prizegiving, in liaison with coaches, and to help organise the code prize giving when needed.

Code of Conduct for Parents / Supporters

CCS values parent involvement and parent support for school sport. We encourage as many parents to attend games as are able. However, when attending school sporting events and games, Parents/Supporters must follow the code of conduct below:

1. General behaviour and tone
 - a. All comments and cheering from parents and supporters to anyone involved in the game must be positive and encouraging.
 - i. The use of inappropriate language, comments or physical force will not be tolerated.
 - ii. Put-downs or malicious comments on the side-lines are not acceptable
2. Incorrect referee decisions or foul play
 - a. Parents may only report the foul play or poor refereeing they observe to the CCS coach.
 - i. It will be up to the CCS coach to follow any relevant sporting-code guidelines around foul play
 - ii. Parents must respect the Coaches decision to follow-up foul play after the game if so decided
 - iii. Parents are not permitted to engaged with the opposition coaches or the referees about foul play or bad refereeing
3. Role of the Coach
 - a. Specific instructions to players on and off the court/field is the job of the CCS Coach.
 - i. Parents are required to respect the role of the Coach and refrain from calling out any contrary advice.
4. Good and fair play
 - a. Parents and supporters are expected to recognise good and fair play by both teams.
 - b. CCS Coaches are not permitted to adopt a 'win-at-all' costs approach, therefore:
 - i. Parents are not permitted to act in a way that compromises the capacity of the Coach or team to follow this guideline.
5. Sporting association and venue specific guidelines
 - a. Over and above these guidelines, parents must comply with all relevant sporting association and venue guidelines

Managing a breach of the Code of Conduct for Parents and Supporters

The following process shall be used when managing potential breaches of the Code of Conduct for Parents: The Sports Coordinator will:

1. Gather the facts and identify the breach: The Sports Coordinator will gather information about the specific incident and identify where the parent has possibly breached the code of conduct.
 - a. Sources of information: Reports from officials, students, coaches, other parents, or any other reliable sources as are available.
 - i. It's important to ensure that the information is accurate and consistent.
2. Report the information above to the Principal: Where a breach of the code is judged to have occurred:
 - a. Decide on a course of action: The Principal and Sports Coordinator will decide what to do next. The following process should guide those steps:
 - i. Indicate to the parent that we have received a report of a breach of parent code of conduct and invite the parent to explain what happened.
 - ii. If the parent believes they were wrong to act in this way, allow them the dignity to make amends, but indicate that this behaviour cannot happen again.
 - b. If the parent deflects or justifies the harm they have caused by leveraging another person's wrongful actions:
 - i. Inform the parent that regardless of motive, adults must maintain the standard of their behaviour
 - ii. Inform the Parent that any further breaches of the code may result in more significant actions by the school.
 - iii. Inform the parent that any future such actions will also be reported to the relevant sporting body
 - c. If the behaviour is repeated again:
 - i. Ask the parent to refrain from attending games until they agree to maintain the code
 - ii. If the parent still refuses to comply with the code, inform the parent either they or their child will be banned from CCS Sport for the remainder of the season.
 - iii. Decide which will be banned, the student or parent
 - iv. Report the ban to the relevant sporting body

Sports Uniform

The purpose of having a school sports uniform is to foster a sense of unity, identity, and pride among students participating in sports activities. The uniform serves as a visual representation of the school and its values, creating a strong sense of belonging and camaraderie among players. By wearing a common uniform, students are seen as part of a team, promoting teamwork and cooperation.

1. Students who represent the school must wear the official sports uniform for their code.
 - a. It is the student's responsibility to take care of the uniform for the season.
 - b. The uniform is to be worn correctly and tidily.
 - c. Any uniform not returned at the end of the season will be charged full replacement cost to the student's account.
2. Some teams will be required to wear the School Sports Tracksuit.
 - a. This will be issued by the Sports Coordinator.
 - b. Note, there are a limited number of Sports Tracksuits available on a one-off borrowing basis eg Super Sports events.
 - i. The Sports Coordinator will have the final decision on which teams can wear the available tracksuits
3. The school PE Uniform is required for teams where a team uniform is not provided.
4. All Sports Uniforms/Tracksuits must be returned on time (within 1 week of the event/season ending) and in good, clean condition.
5. Any alterations or additions to the current sports uniform must be applied for through the Sports Department, who must then seek approval from the Principal.
 - a. This includes hoodies/training tops not already approved by the Sports Department/Principal.
 - b. Training tops/hoodies may be self-funded or sponsored by suitable sponsors subject to approval by the Sport Department and Principal.
6. Students are not permitted to wear any specific sports uniform or parts of those uniforms at school during the general school day.
 - a. The above includes but is not limited to the wearing of any hoodies, jackets, tracksuits, caps, and the like.

Fundraising

Fundraising is an important part of the school-sporting landscape. Fundraising together can bring several benefits to a school sports team.

1. **Financial Support:** Fundraising helps generate additional funds that can be used to cover various expenses associated with the sports team. This may include purchasing new equipment, uniforms, transportation costs, facility rentals, and tournament fees. The financial support obtained through fundraising can alleviate the burden on the team's budget and ensure that necessary resources are available to enhance the overall sports experience.
2. **Team Building:** Fundraising activities provide an opportunity for team members to work together toward a common goal outside of their regular training and competitions. Collaborative fundraising efforts foster a sense of unity, cooperation, and camaraderie among the team members. They learn to rely on each other, communicate effectively, and develop strong bonds, which can translate into improved team dynamics on and off the field.
3. **Sense of Ownership:** When students actively participate in fundraising, they develop a sense of ownership and pride in their team. By contributing their time and effort to generate funds, they become more invested in the team's success and accomplishments. This increased sense of ownership can lead to greater dedication, motivation, and commitment to achieving the team's goals.
4. **Community Engagement:** Fundraising often involves engaging with the community, whether it's through organising events, selling merchandise, or seeking sponsorships. By interacting with community members, businesses, and supporters, the sports team establishes connections and builds relationships beyond the school environment. This engagement not only benefits the team financially but also fosters a positive image of the team within the community and generates support from various stakeholders.
5. **Skill Development:** Fundraising activities provide an opportunity for team members to develop essential life skills. They learn valuable lessons in leadership, communication, organisation, teamwork, problem-solving, and goal-setting. These skills are transferable to various aspects of life, including academics, future careers, and personal relationships. Fundraising allows students to develop a well-rounded skill set that extends beyond their sporting abilities.

6. **Appreciation for Resources:** When students actively participate in fundraising efforts and witness the financial impact it has on their team, they develop an appreciation for the resources available to them. They understand the value of the equipment, facilities, and support they receive, and are more likely to take care of those resources. This appreciation promotes a culture of gratitude and responsible resource management among the team members.

Conditions for Fundraising and Fundraising Disbursement at CCS

1. **Permission to Fundraise**
 - a. No fundraising can occur without the approval of the CFG.
 - i. The TIC, through the Sports Coordinator, must apply to the CFG for permission to fundraise.
 - ii. No non-CFG sanctioned fundraising is permitted at CCS
2. **Donated Labour**
 - a. All student labour towards fundraising efforts shall be considered a donation, and may not be exchanged for cash refunds should circumstances change. This includes situations where a student is no longer able to go to the event or participate in the event.
 - b. Should a student wish to go to a different tournament or join a different team, funding intended for one purpose cannot be diverted to another.
3. **Cancelled Events**
 - a. All proceeds from fundraising can only be applied to the named purpose for which it was intended or raised. In the event that the original purpose is no longer valid, every attempt must be made to refund donations where the donors were recorded.
 - b. Any proceeds remaining as anonymous, or raised through donated labour, shall be refunded to the CFG and held for redistribution to the same or similar event at a future date.
4. **Disbursement of Fundraising**
 - a. The disbursement of fundraising either through donations or donated labour, will be managed by the Sports Coordinator, in consultation with the Executive Officer.
 - i. Disbursements will:
 1. Be proportional to the extent of the labour donated by each student to the fundraising
 2. Not be disbursed to a student who joins the team late and was not part of the fundraising efforts

CCS Fair-play Expectations

Fair-play Guidelines for Players

1. Respect all players, regardless of their skill level, gender, race, or background. Treat them with fairness and sportsmanship.
2. Follow the rules of the game at all times and play within the spirit of the game. Avoid cheating, diving, or using unsportsmanlike tactics to gain an advantage.
3. Accept both victory and defeat graciously. Congratulate your opponents on their success and avoid excessive celebrations or taunting.
4. Avoid engaging in verbal or physical abuse towards opponents, teammates, referees, or spectators. Maintain self-control and resolve conflicts through peaceful means.
5. Value teamwork and cooperation. Support and encourage your teammates, and play in a manner that promotes a positive and inclusive atmosphere.
6. Play to the best of your ability, but remember that winning is not everything. Enjoy the game and focus on personal growth, skill development, and fair competition.

Fair-play Guidelines for Supporters

1. Show respect and sportsmanship towards all players, regardless of the team they represent. Avoid offensive language, insults, or derogatory remarks.
2. Cheer for your team in a positive and constructive manner. Avoid excessive or offensive chants that may incite violence or promote discrimination.
3. Respect the decisions of the referees, even if you disagree with them. Avoid aggressive or intimidating behaviour towards officials, players, or opposing supporters.
4. Create a welcoming and inclusive environment for everyone. Do not engage in discriminatory actions or remarks based on race, gender, religion, or any other characteristic.
5. Encourage fair play and discourage unsportsmanlike behaviour. Lead by example and promote a culture of respect, fair competition, and enjoyment of the game.

Fair-play Guidelines for Parents

1. Support your child's participation in sports with positivity and encouragement. Emphasise the importance of fair-play, skill development, and personal growth over winning.
2. Respect the decisions made by coaches and officials. Avoid confrontations or heated discussions that may escalate tensions during games.
3. Be a role model for your child and promote good sportsmanship. Encourage them to show respect towards opponents, teammates, coaches, and referees.
4. Avoid putting excessive pressure on your child to perform or win at all costs. Emphasise the value of effort, perseverance, and learning from both victories and defeats.
5. Show respect towards all participants, including opposing players, coaches, and parents. Foster a positive and supportive environment for everyone involved in the game.

Fair-play Guidelines for Referees

1. Uphold the rules of the game and make decisions fairly and impartially. Treat all players and teams equally, without favouritism or discrimination.
2. Communicate clearly and effectively with players, coaches, and spectators. Be open to hearing concerns or questions but maintain control of the game.
3. Remain calm and composed in the face of pressure or criticism. Do not engage in arguments or respond to abusive language or behaviour.
4. Continuously update your knowledge of the game and the rules. Strive for consistency and accuracy in your decisions to ensure a level playing field for all.
5. Show respect towards players, coaches, and spectators. Be professional in your interactions and avoid any actions or remarks that may be perceived as biased or disrespectful.

These fair play guidelines aim to promote a culture of respect, fairness, and enjoyment in sports, fostering an inclusive and positive environment for all participants.

Homeschool Students Wanting to Play for Cornerstone

1. Homeschool students may be invited to play for CCS if there are not enough CCS students to complete a team.
2. Homeschool families can email the sports coordinator to express interest in such cases.
 - a. This does not guarantee a place on the team.