



## COACH, VOLUNTEER, AND TEAM OFFICIALS CODE OF CONDUCT

We believe that it is important that all members, coaches, volunteers, officials, and parents or carers associated with Lancaster Hockey Club are accountable for their actions and are fully aware of the behaviour our club expects from them. This code of conduct sets out those expectations (some may not apply to all officials).

As a coach, volunteer, or team official in our activity, we expect you to:

- Follow all guidelines, policies and procedures of our club and England Hockey.
- Respect and champion the rights of every individual to participate in physical activity and sport.
- Maintain appropriate boundaries and relationships with all players (irrespective of age) and their parents or carers.
- Be supportive and kind
- Lead by example when it comes to positive behaviour. Be a Role model.
- Encourage positive sportspersonship.
- Only coach within your qualification.
- Promote the reputation of the sport and take all possible steps to prevent it from being brought into disrepute.
- Promote a balanced lifestyle, supporting the well-being of players in and out of physical activity or sport.
- Behave respectfully towards other coaches, officials, players, parents or carers, spectators, and opposition teams using appropriate language.
- Maintain an environment free of fear and harassment.
- Do not allow any form of discrimination to go unchallenged.
- Promote good coaching practice in others and challenge any poor practice you observe.
- Communicate with and provide feedback to participants in a way that reflects respect and care.
- Review the appropriate Risk Assessment of the activity and ensure you have the appropriate coach-to-participant ratio before beginning coaching.
- Wear appropriate and professional clothing/uniform (including hair, jewellery, and nails) Safety is paramount; anything considered a safety hazard should be removed.
- Not smoke, take recreational drugs or consume alcohol before or during coaching.
- Use appropriate means of communicating with players (and their parents or carers).
- Use social media responsibly such as when discussing events or occurrences in sessions.
- Ensure equipment (including any individual protective equipment) is fit for purpose, safe to use and accessible.
- Accept success and failure, victory and defeat, with dignity.
- Encourage and guide players to accept responsibility for their own behaviour and performance.
- Accept the decisions of the Umpires without protest.



- Keep your qualifications and training up to date.
- Notify us of any change of circumstance.
- Let us know as soon as possible if you are unable to attend your training sessions, events or competitions.
- Promote the team while considering the interests of players, spectators, and the sport's reputation.
- Prioritise fair play and the team's interests over personal gain.
- Speak out when something isn't right. Follow the Safeguarding procedures if you have a concern.

We will ensure that:

- You are respected, treated fairly, listened to, and involved in decision-making.
- You are supported in your role.
- Have access to and understand all our policies and procedures.
- You feel welcome and valued.

#### Breach of the Code of Conduct

Behaviour that breaches or falls below our expectations set out in the code of conduct will be addressed immediately and disciplinary action may be taken in line with our Disciplinary Policy.



## **Safeguarding is everyone's responsibility**

### **Safeguarding Children and Young People: Recognise, Respond, Report**

#### **Recognise**

Anyone working with children and young people in sport and physical activity must be aware that child abuse can occur outside of the family setting.

It is not always easy to distinguish poor practice from abuse, whether it is intentional or accidental.

It is not the responsibility of any individual to make judgements about whether poor practice or abuse is taking/has taken place, or if a child is at significant risk, but everyone has a responsibility to:

- Be aware of and recognise the different types of abuse
- Be aware of and recognise the signs of possible abuse and poor coaching practice
- Be aware of and understand the boundaries of acceptable and unacceptable behaviours and situations involving those in a position of trust
- Know how to respond to concerns involving children and young people
- Know how and where to report concerns involving children and young people
- Act if they have concerns

Abuse may take a number of forms, and may be classified under Neglect, Physical Abuse, Sexual Abuse, Emotional Abuse, or Bullying.

#### **Neglect**

Neglect does not meet a child's basic physical or psychological needs. The four main types of neglect are physical, educational, emotional and medical. Each type of neglect can have a long-lasting impact on a child's health and development.



## **Physical Abuse**

When someone deliberately hurts a child causing physical harm it is called physical abuse. It may involve hitting, kicking, shaking, pushing, poisoning, burning, biting, scalding, drowning or any other method of causing non-accidental harm.

## **Sexual Abuse**

Sexual abuse is when a child is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline. Children and young people may not always understand that they are being sexually abused.

Sexual abuse has immediate and long-term impacts on a child's physical, mental and emotional wellbeing, behaviour, development and personal relationships.

## **Emotional Abuse**

Emotional abuse is the emotional maltreatment of a child, which has a severe and persistent negative effect on the child's emotional development.

## **Bullying**

Bullying is deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can be:

- Emotional: being unfriendly, excluding (emotionally and physically), sending hurtful text/email messages, tormenting, (for example, hiding kit or equipment, threatening gestures)
- Homophobic: because of, or focusing on, the issue of sexuality
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti or gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Verbal: name-calling, sarcasm, spreading rumours, teasing



## **Poor Practice**

Lower-level concerns, sometimes called poor practice, are small rule breaks that breach a code of conduct or behaviour that falls below what an organisation requires. A lower-level concern is still a concern and must be taken seriously and reported as soon as possible.

Poor practice or lower-level concerns include:

- Inappropriate language
- Making fun of someone
- Humiliating or degrading someone
- Restricting basic needs such as rehydrating or use of toilet facilities.

It could be actions that fall short of expected professional standards, such as:

- Not providing the appropriate supervision for a group
- Coaching under the influence of drugs or alcohol.

It could also be a lack of action, such as:

- Not helping someone who may be ill or injured
- Not following the organisation's policy or procedure for reporting concerns.

The above definitions are not definitive but a guide to assist you.

It is important to attend Safeguarding and Protecting Children training (and refresh it every three years) to help you recognise and respond to concerns.

## **Respond**

If a child is in immediate danger call the police and or ambulance services and highlight there is a child protection concern.

If a child or young person says or indicates that they are being abused, or information is obtained that gives concern that a child or young person is being abused, that abuse has taken place, or any other safeguarding concern is suspected the person receiving this information should:



- Stay calm
- Listen carefully and take what they say seriously
- Reassure the person reporting concerns that they have done the right thing by telling you
- Not make promises of confidentiality, which might not be feasible in the light of subsequent developments
- Keep questions to the absolute minimum necessary so that there is a clear and accurate understanding of what has been said
- Tell the person reporting what you will do next
- Report the disclosure to the Club Welfare Officer or England Hockey Ethics and Welfare Manager. In urgent cases when the Club Welfare Officer/England Hockey Ethics and Welfare Manager are not available Local Authority Children's Social Care Services or the police should be contacted
- Make a full record of what has been said, heard and/or seen as soon as possible and forward it to the Club Welfare Officer
- Never take sole responsibility for dealing with the concern

If a parent or carer has any concerns or questions or requires any further information they should contact the Club's Welfare Officer.

## **Report**

It is natural to be concerned about the potential implications of reporting concerns. These are natural responses but remember that the safety and welfare of children and young people are paramount.

It is not your responsibility to decide if a situation is poor practice, abuse or bullying, but it is your responsibility to report your concerns.

- If something seems 'off' to you or you have a worry about something or someone....  
Report it!
- Record what have you seen, heard or been told. Ensure you record your concerns as soon as possible



Report your concern to the Club Welfare Officer who will:

- Seek advice from the England Hockey Ethics and Welfare Manager regarding immediate actions
- Complete an England Hockey safeguarding referral form and send it to England Hockey Ethics and Welfare Manager
- If necessary, the Club Welfare Officer will contact Local Authority Children's Social Care Services or the police



## Safeguarding reporting flowchart

