



***Junior Sport Policy  
of the  
Australian Volleyball Federation***

*As approved by the Board of the Australian Volleyball Federation*

*July 4<sup>th</sup>, 2005*

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## Foreword

The development of a Junior Sport Framework by the Australian Sports Commission highlights the importance of delivering quality sporting experiences for junior participants in Australia. The Australian Volleyball Federation has responded accordingly through the development of this Junior Sport Policy, which has been endorsed by the Australian Sports Commission as embodying the principles of the Junior Sport Framework.

The Australian Volleyball Federation is committed to the implementation of the components of this policy into its junior programs and would strongly encourage any organisation or individual delivering the sport of Volleyball to junior participants to make a similar commitment. The responsibility of delivering quality experiences to junior participants belongs to everyone involved in our sport and is critical to the ongoing growth of the sport.

Acknowledgment is expressed to those organisations and their representatives who participated in the development of this policy. In particular, I would like to thank the Australian Volleyball Federation's Sport Development Manager, Tim Shannahan, for his role in coordinating the development of this policy.

The Hon. Chris Schacht  
President  
Australian Volleyball Federation

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## Introduction

The purpose of the Australian Volleyball Federation's junior sport policy is to provide the parameters for the provision of quality experiences within the sport of Volleyball for young people. It will facilitate the provision of safe, enjoyable and accountable environments for everyone involved in junior Volleyball. Junior participation has been recognised as critical to the development of the sport within Australia, and this policy provides direction for the delivery of the sport so as to cater for the needs of all junior participants, ranging from grass roots social participants to individuals within the sport's elite programs.

Primarily this policy is an internal document to be used by the Australian Volleyball Federation as a guideline in the development and implementation of nationally branded junior programs. However, the content of this policy is applicable to the delivery of Volleyball to all junior participants, regardless of whether they are participating in nationally branded programs. Therefore the Australian Volleyball Federation would encourage any other organisation that is delivering the sport of Volleyball, or any derivation of the sport, to utilise this policy as a means to ensure the provision of a quality Volleyball experience.

The Australian Volleyball Federation identifies its junior participants as being 18 years of age and younger and fitting within two distinct membership categories. These are the Under 13 membership group, including participants within the national Mini-Volleyball program developed for Primary School students (*'Spikezone™'*) and the Under 19 membership group, comprising mainly of Secondary School students. In recognition of the specific nationally branded programs the Australian Volleyball Federation offers to its junior participants, and additional programs that are currently being developed for these participants, this policy has been designed to provide *duty of care* guidelines for delivery of these programs. The development of these guidelines and their implementation will also serve to educate providers of junior Volleyball and extend their awareness and appreciation of Volleyball and the unique requirements of junior Volleyball. It is therefore hoped that Volleyball programs delivered by unaffiliated organisations will recognise the value of this policy and implement its intent within their programs.

*Duty of care* is the responsibility as a deliverer of junior Volleyball to act in a required manner to ensure the well-being of junior participants. As *duty of care* issues become increasingly important, providers of junior Volleyball opportunities must be familiar with and put into practice procedures to ensure young people have a positive experience in the sport of Volleyball. The health and welfare of junior participants must be central to all objectives, which include providing:

- fun experiences;
- safe and supportive environments;
- skill development, challenge and the joy of achieving;
- access for all to participate;
- a clear pathway for improvement; and
- equal opportunities for all young people.

This policy contains guiding principles to assist in achieving these objectives. They are provided in the following sections.

- Long-term Involvement

- Getting Young People Involved
- Physical Growth and Maturation
- Volleyball Pathways
- Forming Links
- People Making It Happen
- Quality Coaching
- Making Volleyball Safe
- The Law and Volleyball

It should be recognised that this policy presents recommended standards for junior participation, but that circumstances will at times require flexibility in adherence to these recommendations.

Anyone wanting to discuss the contents of this policy or their implementation into junior Volleyball is welcome to contact the Australian Volleyball Federation. Enquiries should be directed to:

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# 1. Long-term Involvement

As a sport, the ability of Volleyball to be delivered within a range of environments (indoor, grass and beach) with varying team sizes (typically two, four and six players) as either a single-gender or mixed gender activity, and always as a safe, non-contact sport makes it conducive to a long-term involvement by participants. Given increasing rates of child obesity and other health-related issues the Australian Volleyball Federation has a social responsibility to engage children in a long-term involvement in the sport and promote a healthy lifestyle.

To achieve this outcome the sport of Volleyball must deliver a participation pathway that offers quality experiences to junior participants. This requires Volleyball programs to be:

- Fun, enjoyable and challenging
- Safe
- Convenient to the lifestyle demands of children and their caregivers

## 1.1 Ongoing Participation

- 1.1.1 Junior Volleyball is to be presented as a fun and enjoyable experience, providing all participants with the opportunity to achieve personal and team success.
- 1.1.2 Coaches, referees, administrators, parents/carers and spectators are to provide positive support for participants and encourage them to achieve personal and team success.
- 1.1.3 All participants are to have the option to engage in both social and competitive participation opportunities.
- 1.1.4 There are to be no uniform requirements within all social participation opportunities. This also applies to any competitive participation programs for teams in under 13 competitions.
- 1.1.5 Under 19 teams engaging in competitive programs will be required to wear a common team uniform with appropriate numbering on the uniform. This uniform is to be determined by the team and their officials.
- 1.1.6 Junior participants are to be encouraged to take on roles as administrators, coaches and referees within junior programs. However, in all instances appropriate adult supervision must be provided to comply with duty of care requirements.

## 1.2 Presenting Volleyball

- 1.2.1 Junior Volleyball programs are to provide a broad range of participation options to accommodate individual differences to ensure that all participants can achieve success.
- 1.2.2 Junior participants are to receive an appropriate level of engagement within any participation opportunity, providing equality of opportunity for all participants.
- 1.2.3 Junior Volleyball programs are to be delivered in locations and at times and durations that have been identified as maximising participation as a result of their suitability for young people and their parents/carers.

- 1.2.4 The cost of participating in all junior Volleyball programs is to remain as low as possible. To this effect participation costs are to cover costs related to delivery of the program and not include provision for revenue to be generated to support other unrelated activities or programs.

### **1.3 Motivation**

- 1.3.1 Junior participants are to gain positive experiences from their involvement in Volleyball.
- 1.3.2 Junior Volleyball is to be delivered in a manner that enables participants to feel that their ongoing involvement in the sport is valued.
- 1.3.3 Delivery personnel within junior Volleyball programs are to display positive attitudes and interact appropriately with participants at all times.
- 1.3.4 Delivery personnel and elite Volleyball athletes are role models to junior participants. As such they have a responsibility to motivate participants and aid in the development of a long-term involvement in the sport by junior participants.
- 1.3.5 Parents/carers, schools and officials within the sport are to be encouraged to assist in supporting the long-term involvement of participants in the sport.
- 1.3.6 Junior participation opportunities must deliver the sport in an appropriate format to meet the preferences of participants. This includes the provision of mixed gender teams and programs.

## **2. Getting Young People Involved**

The Australian Volleyball Federation is committed to providing opportunities for any individual interested in participating in Volleyball to access the sport. Aware that marginalisation (on the basis of ability, disability, ethnicity, gender and sexuality, geographical location, indigenous background, social class and socio-economic status, and body image) can create barriers to accessing sport, Volleyball programs endeavour to provide equity of access.

Volleyball programs can contribute to the physical, social and emotional development of participants by providing an inclusive environment that protects the right of all young people to engage in the sport on an equal basis.

### **2.1 Ability**

- 2.1.1 All junior participants will be provided with an equal opportunity to reach their potential within the sport.
- 2.1.2 The notion of every participant having the opportunity to participate is to override the focus on winning within junior Volleyball programs.
- 2.1.3 Program personnel and delivery agents are to encourage participation by all, irrespective of perceived ability. To this end, negative perceptions about the ability of a participant or participants are not to be communicated in any form.

## **2.2 Body Shape**

- 2.2.1 Program personnel and delivery agents are to avoid creating situations where attention is focused on the critical appraisal of young people's bodies.
- 2.2.2 Uniform requirements are to cater for all body types. This is supported by clauses 1.1.4 and 1.1.5.
- 2.2.3 There is a defined body type that is ideal for elite Volleyball. However, individuals without this body type are still capable of competing at the highest levels of the sport. Therefore, program personnel and delivery agents are not to make negative judgements related to ability or future potential on the basis of body shape.
- 2.2.4 No talent search programs using body shape as an indicator are to be applied before the age of 13 years.

## **2.3 Disability**

- 2.3.1 Participation opportunities within junior Volleyball will be accessible to young people with disabilities.
- 2.3.2 Parents/carers will be supported to encourage and assist the participation within Volleyball of their young people with disabilities.
- 2.3.3 Training of program personnel and delivery agents of junior Volleyball programs is to include instruction on the inclusion of young people with disabilities into programs.

## **2.4 Ethnicity**

- 2.4.1 The sport of Volleyball has strong support from culturally and linguistically diverse (CLD) communities due to its status as a truly world sport. Therefore, junior Volleyball programs are to be accessible to CLD communities.
- 2.4.2 Training of program personnel and delivery agents of Junior Volleyball programs is to include instruction on cross-cultural awareness.
- 2.4.3 Program delivery is not to infringe on the cultural and religious beliefs and practices of junior participants and their parents/carers.

## **2.5 Gender & Sexuality**

- 2.5.1 Junior Volleyball programs are to be delivered in a manner that encourages participation by both genders, including the provision of both mixed-gender opportunities and gender-specific opportunities.
- 2.5.2 In accordance with the Member Protection Policy of the Australian Volleyball Federation, language and behaviours that demean young people on the basis of their gender or sexuality will not be tolerated.

## **2.6 Geographical Location**

- 2.6.1 In order to aid participation by young people from regional and remote areas modifications to team composition will be considered where necessary. This includes mixed-gender and multi-school teams being formed.

- 2.6.2 Where necessary, junior Volleyball programs will be modified to suit local playing facilities and conditions.
- 2.6.3 Junior Volleyball programs will be accessible by young people in regional areas.

## **2.7 Indigenous Australia**

- 2.7.1 Junior Volleyball programs will be accessible by young people from Indigenous communities.
- 2.7.2 Indigenous young people who relocate to participate in Volleyball programs are to be encouraged to access culturally relevant support networks.
- 2.7.3 Training of program personnel and delivery agents of Junior Volleyball programs to Indigenous young people is to include instruction on cross-cultural awareness.

## **2.8 Socio-economic Status**

- 2.8.1 Volleyball administrators are to actively engage in the process of accessing community funding to support the participation opportunities of young people in junior Volleyball programs, in particular representative opportunities.
- 2.8.2 In accordance with clauses 1.1.4 and 1.1.5 requirements to purchase uniforms are to be minimised.
- 2.8.3 Administrators and coaches are to be encouraged to coordinate means of assisting the travel of young people to and from training and competition.

## **2.9 Equity of Opportunity**

- 2.9.1 All young people are to have an equal opportunity to participate in junior Volleyball programs and in accordance with clause 2.1.1 have the opportunity to reach their potential within the sport.
- 2.9.2 Guidelines for team selections at any level are to be documented and provided to all athletes prior to the commencement of the selection process. These guidelines are to include the right of an athlete to appeal their non-selection in a team to the relevant authority, as designated by the selection guidelines, in the event that they perceive the selection process to have not been appropriately implemented.

# **3. Physical Growth and Maturation**

The Australian Volleyball Federation recognises that physical activity is essential for the normal growth and development of children and that participation in Volleyball benefits physical growth and maturation. However, there is a duty of care requirement of Volleyball providers to monitor and adjust training and competition programs to suit the physical development and maturation of each participant. Excessive training and competition can have adverse effects on physical growth and maturation and Volleyball providers must recognise this and deliver appropriate programs.

## **3.1 Accommodating Growth and Maturation - Training**

- 3.1.1 Training programs for young people are to be appropriate to their individual growth and maturation patterns.
- 3.1.2 Coaches and trainers are to monitor the well-being of their athletes and seek professional and/or expert advice to address issues relating to growth and maturation. These issues include, but are not limited to, excessive training, diet and nutrition, and injury management.
- 3.1.3 Based on current research, the maximum recommended training commitments per week for junior participants are 12 sessions for high school students and 6 sessions for primary school students (Robertson & Way, 2005). These maximum quantities include Volleyball-specific technical, tactical and fitness training, as well as participation in other sports or recreational activities.
- 3.1.4 In the absence of current research (Rowland, 1998), it is recommended that the maximum length of any training session be 2 hours for high school students and 1 hour for primary school students. However, the following guidelines need to be taken into consideration (Australian Sports Commission, 2004; Sports Medicine Australia, 2003):
- When training in temperatures between 18 and 23 degrees, at least 10% of the session should be dedicated to rest;
  - When training in temperatures between 23 and 28 degrees, at least 25% of the session should be dedicated to rest;
  - When training in temperatures between 28 and 34 degrees or humid conditions (over 50 per cent), at least 50% of the session should be dedicated to rest, activities within the session should not be high intensity, and it is recommended that the maximum length of any training session is 1 hour for high school students and 30 minutes for primary school students;
  - Training should be cancelled or postponed when the temperature is above 34 degrees.

### **3.2 Accommodating Growth and Maturation – Competition**

- 3.2.1 Where it is necessary to create divisions within programs or competitions these divisions should be established on skill level criteria rather than chronological age. However, chronological age can be used in conjunction with skill level in constructing divisions where there are sufficient teams.
- 3.2.2 In accordance with 2.5.1 mixed-gender teams and programs are permitted in all junior Volleyball programs until such time as it is deemed that skills, physical maturation and psychological development make it prudent to deliver gender-specific experiences.
- 3.2.3 Modifications to playing equipment and the rules are to be implemented to cater for the physical growth and maturation of players, with the primary modification being lower net heights.
- 3.2.4 Competition should be postponed or cancelled when the temperature is above 34 degrees (Sports Medicine Australia, 2003).

### **3.3 Talent Development**

- 3.3.1 In accordance with 1.1 and 2.1.1, the focus of junior Volleyball programs is to maintain participation of young people within the sport, irrespective of physical growth and maturation, therefore allowing young people to achieve their potential.

- 3.3.2 Talent identification programs should not be implemented until the age of 12, by which time young people have had the opportunity to experience other activities and have generally started to experience the growth and maturation associated with puberty.

## 4. Volleyball Pathways

The Australian Volleyball Federation recognises that it has a responsibility to deliver Volleyball opportunities to junior participants that facilitate progressive and sequential development of skills. The provision of a range of participation opportunities that cater to the physical development and maturation, ability, rate of skill development and interests of juniors is central to the sport pathway that has been developed and continues to be developed for Volleyball.

This pathway has the following key components:

- Spikezone program – program catering for primary school children
- School League – program catering for high school children
- Schools Cup – State-based and national competitions for secondary school teams
- Club program – opportunities to play in competition with and against adults
- State teams – competition opportunity for elite juniors in each State
- National program – selection of elite juniors to national youth, junior and senior squads
- Social and recreational programs – additional opportunities to participate

### 4.1 Developing Volleyball Pathways

- 4.1.1 The junior Volleyball participation framework is to be maintained and reviewed regularly. Identified improvements are to be implemented to ensure that it supports the participation needs, development and progression of junior participants within the sport.
- 4.1.2 In accordance with 1.1.6, junior participants are to be encouraged into roles as coaches, referees and administrators within the junior Volleyball participation framework.

## 5. Forming Links

In support of its delivery of Volleyball in Australia, the Australian Volleyball Federation is dependent upon a range of organisations. These include affiliated Member States, schools, clubs and associations, facility operators and government bodies at the federal, state and local levels. To ensure the delivery of nationally branded programs to juniors are of the desired quality it is necessary that the Australian Volleyball Federation develops and maintains relationships with these organisations.

### 5.1 Gaps and Overlaps

- 5.1.1 Junior Volleyball programs are to be nationally branded programs that provide a coordinated and cooperative delivery throughout Australia.
- 5.1.2 As identified in 4.1, nationally branded programs are to provide a clear pathway for young people to participate in the sport and aid them in reaching their potential.
- 5.1.3 Stakeholder committees shall be established to coordinate and deliver Volleyball programs effectively within communities.

## **5.2 Achieving Consistency**

- 5.2.1 In addition to 5.1.1, junior Volleyball programs are to be presented in a consistent manner across all providers.

## **5.3 Sharing Resources**

- 5.3.1 All resources developed for use in nationally-branded junior Volleyball programs to be made readily available to program personnel and delivery agents of these programs to assist in achieving the outcomes identified in 5.1 and 5.2.
- 5.3.2 All junior Volleyball programs are to offer a suitable insurance policy.

## **5.4 Forming Links with Other Organisations**

- 5.4.1 Links are to be formed with organisations that can assist in the delivery of junior Volleyball programs to young people in order to coordinate program delivery and maximise the outcome identified in 1.2.3.

# **6. People Making It Happen**

The individuals involved in delivering Volleyball programs to junior participants are key figures in determining the quality of the Volleyball experience. As such, the Australian Volleyball Federation has a responsibility to support these people to ensure that they are familiar with the programs they are delivering and their role in the program and understand the desired outcomes of junior programs. Key figures in junior programs include:

- young people
- parents and carers
- teachers
- coaches
- referees
- administrators
- volunteers

## **6.1 Young People**

- 6.1.1 All junior participants are to receive a copy of the Australian Volleyball Federation's Players Code of Behaviour.
- 6.1.2 As identified in 1.1.6 and 4.1.2, junior participants are to be encouraged into roles as coaches, referees and administrators within junior Volleyball programs.
- 6.1.3 The behaviour of junior participants is to be monitored and appropriate action taken to prevent and/or resolve incidents of physical and/or verbal abuse.
- 6.1.4 Junior participants are to be encouraged to always play fair and acknowledge the performance and contribution of others.

## **6.2 Parents and Carers**

- 6.2.1 Every parent/carer is to receive a copy of the Australian Volleyball Federation's Code of Behaviour for Parents/Carers.
- 6.2.2 Parents and carers are to be encouraged to take an active role in their young people's sport.
- 6.2.3 Parents and carers are to be made aware that the primary focus of junior Volleyball programs is fun, friendship and personal and team achievement and that their involvement should encourage this philosophy.

## **6.3 School Teachers**

- 6.3.1 Teachers are to be provided with resources to promote and support the participation of their young people in junior Volleyball programs.
- 6.3.2 Opportunities are to be presented to teachers to enable them to develop their knowledge and skills with regard to Volleyball and its presentation to young people.

## **6.4 Coaches**

- 6.4.1 Every coach is to receive a copy of the Australian Volleyball Federation's Code of Behaviour for Coaches.
- 6.4.2 Coaches are expected to display high standards of behaviour, at all times acting as a role model. This can be achieved through compliance with the Code of Behaviour for Coaches identified in 6.4.1.
- 6.4.3 Opportunities are to be presented to coaches that educate them about the roles they are expected to take on for the benefit of the young people in their team, including the role identified in 3.1.2.
- 6.4.4 Coaches are to be encouraged to undertake training and updating activities to develop their coaching methods and safety procedures.

## **6.5 Referees**

- 6.5.1 Referees are to engage in the appropriate training to better prepare them for the role or roles they perform within junior Volleyball programs.
- 6.5.2 Every referee is to receive a copy of the Australian Volleyball Federation's Code of Behaviour for Referees.

- 6.5.3 Referees are expected to display high standards of behaviour, at all times acting as a role model. This can be achieved through compliance with the Code of Behaviour for Referees identified in 6.5.2.
- 6.5.4 Referees are expected to inspect facilities, equipment and other physical elements to ensure that a safe environment is provided for young people. However, where the referee is themselves a junior, this responsibility must be undertaken by an adult administrator associated with the delivery of the program.
- 6.5.5 Referees are encouraged to provide rule education, as well as rule management, for young people, in all junior Volleyball programs with the sole exception of competitive programs for high school-aged participants where this is not appropriate to game management.
- 6.5.6 Referees are to control negative reaction and comments from spectators by taking appropriate action to prevent and/or address any incidents. In most cases, but especially when the referee is themselves a junior, this will mean informing the appropriate adult administrator of the situation so that they can take the appropriate action.

## **6.6 Administrators**

- 6.6.1 Administrators are to engage in the appropriate training to better prepare them for the role or roles they perform within junior Volleyball programs.
- 6.6.2 Junior Volleyball program administrators are responsible for ensuring the distribution of the appropriate Codes of Behaviour.
- 6.6.3 Program administrators are expected to display high standards of behaviour, at all times acting as a role model, not only for young people but coaches, referees and other program personnel. This can be achieved through compliance with all relevant aspects of the various Codes of Behaviour.
- 6.6.4 Program administrators are responsible for monitoring compliance by everybody with the appropriate Codes of Behaviour.
- 6.6.5 Program administrators are responsible for ensuring risk management plans are implemented and potential risks are monitored and addressed as appropriate.
- 6.6.6 Program administrators are responsible for supporting all other program personnel and delivery agents in the presentation of junior Volleyball programs.

## **6.7 Volunteers**

- 6.7.1 Volunteers are to be encouraged to engage in the appropriate training to better prepare them for the role or roles they perform within junior Volleyball programs.
- 6.7.2 Volunteers are to receive a copy of the Code of Behaviour relevant to the role or roles they perform within junior Volleyball programs.
- 6.7.3 Volunteers are expected to display high standards of behaviour, at all times acting as a role model. This can be achieved through compliance with the relevant Code of Behaviour, as identified in 6.7.2.
- 6.7.4 Volunteers are to receive appropriate recognition and reward for their involvement in junior Volleyball programs.

## 7. Quality Coaching

Coaches play a critical role in the development of Volleyball players and need to be able to conduct effective coaching sessions. This requires an understanding of coaching pedagogy, learning processes and the developmental stages of junior participants. Planning for each session and the season needs to address not only what is presented but how it will be presented to optimise learning, safety and enjoyment. The Australian Volleyball Federation has a responsibility to ensure that coaches of junior Volleyball have the knowledge to effectively develop junior participants.

### 7.1 Planning

- 7.1.1 Coaches are expected to plan sessions or season programs that are appropriate to the development (e.g. skill level, knowledge, physical growth and maturation) of their athletes.
- 7.1.2 In addition to 7.1.1, coaches are to take into account the motivations and expectations of athletes in the planning of sessions or season programs.
- 7.1.3 Planning is to include consideration of the cultural backgrounds and special needs of athletes.
- 7.1.4 Learning goals are to be established for sessions and season programs.
- 7.1.5 A focus on etiquette and standards of behaviour is to be promoted, including providing young people with an understanding of the Players Code of Behaviour.
- 7.1.6 All activities planned for delivery within sessions must contain fun elements.
- 7.1.7 Sessions are to be evaluated and changes made for improvement of future sessions on the basis of evaluations.

### 7.2 Coaching Volleyball Skills

- 7.2.1 Instructions are to be simple and clear and delivered using language appropriate to participants.
- 7.2.2 Instruction for a specific skill is to be kept to a minimum before participants are allowed to engage in the performance of the skill.
- 7.2.3 Coaches are to maintain a positive manner at all times and, as stated in 6.4.2, comply with the Coaches Code of Behaviour.
- 7.2.4 Complex skills are to be broken into appropriate sub-skills so that young people can learn easily.
- 7.2.5 Feedback is to be immediate, constructive and specific.

### 7.3 Coaching Volleyball Behaviours

- 7.3.1 Coaches are to encourage fair play, self-control, cooperation, teamwork and team spirit amongst their athletes.
- 7.3.2 Coaches are to help young people develop respect for the ability of others and for the judgment of referees, selectors and opposing coaches.
- 7.3.3 In accordance with the Players Code of Behaviours anti-social behaviours such as cheating, aggression, 'put-downs' and winning at all costs are discouraged.

- 7.3.4 Healthy behaviours are promoted to athletes.
- 7.3.5 Young people are to be helped to build their self-confidence.
- 7.3.6 All participants are to be provided with the opportunity to achieve success, both as part of the team and personally.
- 7.3.7 The sport experience presented to young people is to be fun for everyone.

## **8. Making Volleyball Safe**

The Australian Volleyball Federation has a legal duty of care to ensure that junior participants are not exposed to risk in any aspect of their involvement in Volleyball programs. This requires risk management processes to be implemented with regard to the following aspects of Volleyball programs:

### **8.1 Facilities and Equipment**

- 8.1.1 Procedures for checking the safety of facilities and equipment are to be administered and foreseeable risks appropriately managed.

### **8.2 The Environment**

- 8.2.1 Guidelines regarding cancelling or postponing training or matches in adverse conditions are to be implemented.
- 8.2.2 Coaches are to remind children to bring water to training and matches and drink water before and after training or matches and at selected times during activities.
- 8.2.3 The policy of “No hat – No play” is to be enforced for outdoor venues and young people are to be made aware of the need to avoid UV exposure and cover up with clothes and hats.
- 8.2.4 Parents/carers are to be encouraged to send children ready for safe sport. This includes children having a drink bottle, appropriate clothing and for outdoor venues a hat.

### **8.3 Training and Competition**

- 8.3.1 Coach training programs are to include information on safe training practices.
- 8.3.2 Coaches must adapt training loads to the needs of individuals, especially during periods of growth when athletes are more susceptible to physical and psychological injury through overuse or trauma.
- 8.3.3 Coaches are to implement appropriate measures to monitor the well-being of young people, including the possible use of self-monitoring techniques.
- 8.3.4 Appropriate measures to protect the well-being of young people when travelling and staying away from home are to be implemented.

### **8.4 Infectious diseases**

- 8.4.1 Current practices related to blood spills are to be communicated to program personnel and delivery agents for implementation.
- 8.4.2 Young people are to label their personal belongings such as drink bottles and towels and informed of the reasons for not sharing them with other people.

### **8.5 Medical conditions**

- 8.5.1 Pre-participation questionnaires are to be completed in order to provide information on the special needs of young people and the implications of these for participation and what to do in an emergency.
- 8.5.2 Information collected in questionnaires is to be handled in accordance with the Australian Volleyball Federation's Privacy Policy.
- 8.5.3 At least one member of the program personnel at each venue is to have a current first aid qualification and know what to do for individual young people with special needs.

### **8.6 Preventing Drug Use**

- 8.6.1 Young people are to receive education that use of drugs in sport has harmful effects.
- 8.6.2 Smoking, drinking of alcohol and other drug use is to be discouraged.

### **8.7 Weight Control**

- 8.7.1 Coaches are to seek professional/expert help if they suspect a young person is suffering from any eating or weight-related disorder.

### **8.8 Dealing with Emergencies**

- 8.8.1 All program personnel and delivery agents working with young people are to be encouraged to have current first aid training.
- 8.8.2 First aid kits are to be available at all junior Volleyball programs.
- 8.8.3 Procedures for dealing with emergencies are to be implemented by program personnel when appropriate.
- 8.8.4 Emergencies that occur during junior Volleyball programs are to be reported to the Australian Volleyball Federation. Each incident is to be recorded in an emergency register.

## **9. The Law and Volleyball**

The Australian Volleyball Federation is obligated to protect the welfare of participants in its programs and must therefore be aware of relevant legal issues and put safeguards in place. By doing this not only will participants be protected, but the Australian Volleyball Federation will be protected against negligence in its duty of care of participants.

The legislation relevant to the safety and welfare of participants in junior sport covers:

## **9.1 Discrimination**

- 9.1.1 Incidents of discrimination in junior Volleyball programs are to be addressed in accordance with the Australian Volleyball Federation's Member Protection Policy.
- 9.1.2 All program personnel and delivery agents are to be made aware of the content of the Australian Volleyball Federation's Member Protection Policy.

## **9.2 Child Protection**

- 9.2.1 Incidents of child abuse in junior Volleyball programs are to be addressed in accordance with the Australian Volleyball Federation's Member Protection Policy.
- 9.2.2 Program personnel and delivery agents are to be made aware of appropriate standards of behaviour when interacting with young people.

## **9.3 Drugs**

- 9.3.1 Incidents of drug abuse in junior Volleyball programs are to be addressed in accordance of the Australian Volleyball Federation's Anti-Doping Policy.

## **9.4 Health and Safety**

- 9.4.1 Program personnel, delivery agents, coaches and referees are to be made aware of their duties in regard to OHS.
- 9.4.2 Program personnel, delivery agents, coaches and referees are to be made aware of their responsibility for duty of care of junior participants.

## **9.5 Privacy**

- 9.5.1 The privacy of young people is to be protected in accordance with the Australian Volleyball Federation's Privacy Policy.
- 9.5.2 Written approval from parents/carers must be obtained before using any young person's visual or audio material in any public medium.

## Appendices

This section of the Australian Volleyball Federation's Junior Sport Policy identifies specific strategies for the implementation of this policy into the nationally branded programs of the Australian Volleyball Federation specific to junior participants.

At this time the AASC Volleyball program and the Spikezone program, both specific to the participation of primary school children, are the only nationally branded programs currently being delivered by the Australian Volleyball Federation. As a consequence the strategies contained in this section are specific to these two programs at this time. However, as additional programs are developed, in particular the proposed new high school program, additional appendices will be added to this section.

In the brackets following each strategy is the number or numbers of the specific clauses to which the strategy relates.

## **Appendix 1: Strategies for Implementation in the AASC Program**

### **Long-term Involvement**

- One of the primary focuses of the AASC Volleyball program is the provision of a fun, enjoyable environment in which participants can experience the sport in the modified format of mini-volleyball. (1.1.1; 1.1.2)
- Provision of qualified program coaches capable of maintaining a safe participation environment. (1.3.3; 1.3.4)
- Program coaches are instructed to support participants and provide encouragement for personal and team achievement. (1.1.2; 1.3.4, 1.3.5)
- No uniform requirements are to be imposed. (1.1.4)
- Participation costs payable by schools or OSHCS are to cover program costs and administration. (1.2.4)
- Information is to be made available to parents/carers, schools and officials regarding further participation opportunities and pathways to encourage continued participation beyond the end of a particular program. (1.3.5)

### **Getting Young People Involved**

- The AASC Volleyball program is primarily focused on participation. (2.1.1; 2.1.2; 2.1.3)
- Where appropriate the program is to be modified to include individuals with disabilities, as well as encouraging participation by individuals with disabilities in main-stream opportunities. (1.1.1; 1.2.1; 2.3.1; 2.3.2; 2.3.3)
- Where appropriate the AASC Volleyball program is to be modified to accommodate cultural and religious beliefs where necessary. (2.4.1; 2.4.2; 2.4.3)

### **Physical Growth and Maturation**

- Programs are to be postponed if the temperature at or within the venue is 34 degrees or above. (3.1.4)
- The AASC Volleyball program is to provide a range of modified activities using modified equipment to cater for the physical growth and maturation of participants. (3.2.3)

### **Volleyball Pathways**

- The AASC Volleyball program is to undergo annual review, including input from participants into recommended changes. (4.1.1)

### **Forming Links**

- Participants in the AASC Volleyball program are to be encouraged to progress into a Spikezone program. (5.1.2)

- All resources, equipment and promotional materials developed for the AASC Volleyball program are to be made available to all program coaches to aid in a consistent national delivery. (5.3.1)
- The Australian Volleyball Federation's national insurance policy is to cover all AASC Volleyball program coaches against public liability and indemnity. (5.3.2)
- Develop links with AASC coordinators and liaise and consult with these coordinators to access opportunities to deliver the AASC Volleyball program (5.1.3; 5.4.1)

### **People Making it Happen**

- Codes of Behaviour relevant to AASC Volleyball program coaches to be distributed as part of program manuals. (6.4.1; 6.5.1; 6.6.2)
- Incidents of physical and/or verbal abuse are monitored by program personnel and referred to school or OCHCS for appropriate action. The behaviour of junior participants is monitored and appropriate action taken to prevent and/or resolve incidents of physical and/or verbal abuse. (6.1.3; 6.5.5; 6.6.3)
- Provision of a coaching CD as a free resource to schools to encourage teachers to present the sport to their students. (6.4.3; 6.4.4)

### **Quality Coaching**

- Training of program personnel will comply with ASC requirements, including the Community Coach Training Program, and will include instruction on the need to present a positive attitude, appropriate methods of interacting with participants and how to be an effective role model and motivate participants. (1.3.3, 1.3.4, 7.2)
- Coaches are to receive resources that provide information on planning sessions and season programs, including example plans, a range of fun activities and guidelines for the provision of instruction and feedback. (7.1; 7.2)
- Coaches are to be provided with opportunities to attend training programs that offer the opportunity to gain knowledge of appropriate activities for inclusion in sessions. (6.4.3; 6.4.4; 7.1; 7.2; 7.3)

### **Making Volleyball Safe**

- Facilities and equipment risk management checklist included in program manuals for use by coaches prior to commencing delivery of an AASC Volleyball program at a new venue. (8.1.1)
- Develop and implement specific rules for venues that have limited free space, including restrictions on bags and other player equipment being left in the free space. (8.1.1)
- Guidelines for cancelling sessions included in program manuals for use by program coaches. (8.2.1)
- The importance of hydration and sun sense to be included in coach training programs. (8.2.2; 8.2.3)
- Requests to be submitted to schools and OCHCS that participants bring suitably named drink bottles if there are not readily accessible drinking fountains. (8.2.2, 8.4.2)
- Schools and OCHCS to be notified that program coaches will enforce a policy of "No hat – No play" and ask that this be communicated to students and their parents/caregivers. (8.2.3)

- Guidelines on safe training practices and the monitoring of athletes to be included in coach training programs. (8.3.1)
- Guidelines on dealing with blood spills to be included in program manuals for the benefit of program coaches. (8.4.1)
- Schools and OCHCS are required to complete pre-participation questionnaires on participants, identifying any special needs. (8.5.1)
- Program coaches to have current first aid qualifications. (8.8.1)
- First aid kits to be available at all program venues. (8.8.2)
- Guidelines for dealing with emergencies, including the reporting of the incident to the school or OCHCS and the Australian Volleyball Federation following the emergency, to be included in the AASC Volleyball program manual. (8.8.3; 8.8.4)
- Ensure program personnel have access to a telephone. (8.8.3)

### **The Law and Volleyball**

- Incidents of discrimination and child abuse to be reported to the school or OCHCS and the Australian Volleyball Federation. (9.1.1)
- Compulsory prohibited person check for all program coaches to be completed prior to commencement of engagement in the program. (9.2)
- Program coaches to be made aware of OHS duties within their training and in program manuals. (9.4)
- Personal information collected to be managed in accordance with the by the Australian Volleyball Federation' Privacy Policy. (9.5.1)
- A summary of the Australian Volleyball Federation's Member Protection Policy to be included in the AASC Volleyball program manual. (9.5.1)

## **Appendix 2:**

### **Strategies for Implementation in the Spikezone Program**

#### **Long-term Involvement**

- One of the primary focuses of the Spikezone program is the provision of a fun, enjoyable environment in which participants can experience the sport in the modified format of mini-volleyball. (1.1.1; 1.1.2)
- Grading of teams on ability levels within programs is to occur to assist in the opportunity for participants to experience personal and team success. This allows for the formation of mixed-gender teams within programs. (1.1.1; 1.2.1; 1.2.2; 1.3.6)
- Provision of qualified program supervisors capable of maintaining a safe participation environment. (1.3.3; 1.3.4)
- Program personnel instructed to support participants and provide encouragement to achieve personal and team success. (1.1.2; 1.3.4, 1.3.5)
- The program is not to be based on purely results-based competitive structures. Each program will operate a competition system that awards points to teams not only on the basis of game results, but also on the extent to which teams comply with the Codes of Behaviour, including the Code of Behaviour for Spectators/Parents. Participants and teams that desire pure competition opportunities will be encouraged to enter regional or state events held during the year. (1.1.3, 1.2.1)
- No uniform requirements are to be imposed. (1.1.4)
- High school students are to be encouraged to take on roles as program administrators, coaches and referees. (1.1.6)
- Games within Spikezone programs are to utilise rotating substitutions to enable all players to experience all positions for a relatively equivalent period of time. Also, no participant is to serve more than three times in succession to prevent a player dominating a game. (1.2.1, 1.2.2)
- Delivery of Spikezone programs will predominantly be on weekdays in the after-school period at venues identified as convenient for participants and their parents/carers. ((1.2.3)
- Participation costs are to cover program costs and program development. Participants will have the option of paying fees either upfront or on a weekly basis to accommodate the financial situation of participants and their parents/carers. (1.2.4)
- Membership packs to be provided to participants as a reflection of the value of participants to the sport. (1.3.2)
- Training of program personnel will include instruction on the need to present a positive attitude, appropriate methods of interacting with participants and how to be an effective role model and motivate participants. (1.3.3, 1.3.4)
- Information is to be made available to parents/carers, schools and officials regarding further participation opportunities and pathways to encourage continued participation beyond the end of a particular program. (1.3.5)

#### **Getting Young People Involved**

- The Spikezone program is to be primarily focused on participation as opposed to competition/ability. (2.1.1; 2.1.2; 2.1.3)
- No positional specialisation to be allowed to be utilised by teams. ((2.1.; 2.1.2; 2.1.3; 2.2.3; 2.2.4)
- Where appropriate the program is to be modified to include individuals with disabilities, as well as encouraging participation by individuals with disabilities in main-stream opportunities. (1.1.1; 1.2.1; 2.3.1; 2.3.2; 2.3.3)
- Promotion of programs to culturally and linguistically diverse communities, including the modification of rules and regulations to accommodate cultural and religious beliefs were necessary. (2.4.1; 2.4.2; 2.4.3)
- A continued focus on being a gender-equitable sport. (2.5.1; 2.5.2)
- A continued practice of allowing mixed-gender teams. (1.3.6; 2.5.1)
- The utilisation of weekend programs and camps to support participation by individuals from regional and remote geographical locations. (2.6.3)
- A commitment to the provision of equipment and coaching resources to Indigenous communities in accordance with roll-out strategies. (2.7.1)

### **Physical Growth and Maturation**

- The development of a national introductory coaching program for coaches of children within Spikezone programs. (3.1.1; 3.1.2; 3.1.3)
- The NCAS Level 1 Coach Training Programs is to include a section relating to coaching children and the relevance of physical growth and maturation to the development of training and competition programs. (3.1.1; 3.1.2; 3.1.3, 3.1.4)
- Programs are to be postponed if the temperature at or within the venue is 34 degrees or above. (3.1.4)
- Divisions within programs are to be based primarily on skill level. ((3.2.1; 3.2.2)
- A continued use of reduced net heights and modified balls. (3.2.3)
- A continued use of modified rules to promote the holistic development/multi-skilling of participants. (3.2.3)

### **Volleyball Pathways**

- The Spikezone program is to undergo annual review, including input from participants into recommended changes. (4.1.1)
- Encouragement for high school students to take on roles as program administrators, coaches and referees. (4.1.2)

### **Forming Links**

- The Spikezone program is to provide participation opportunities for primary school children and is to be the only nationally-branded program for this category of young people. (5.1.1; 5.1.2)
- Participants in Spikezone programs are to be encouraged to progress into a high school program. (5.1.2)

- Every Spikezone program delivered is to have the same nationally developed structure and processes. (5.1.1; 5.2.1)
- All resources, equipment and promotional materials developed for the Spikezone program are to be made available to all program personnel and delivery agents to aid in a consistent national delivery. (5.3.1)
- Promote consistent national standards on equipment, court size and net heights. (5.2.1; 5.3.1)
- The Australian Volleyball Federation's national insurance policy is to cover all Spikezone programs, including its program personnel and delivery agents and its participants. (5.3.2)
- Develop links with the organisations identified in the long-term plan and liaise and consult with them to achieve roll-out. (5.1.3; 5.4.1)
- Continue to identify links with high schools and the providers of high school participation opportunities as hosts of Spikezone programs. (5.4.1)
- Continue to meet on a regular basis with representatives of affiliated Member States to coordinate the delivery of the Spikezone program. (5.1.3)

### **People Making it Happen**

- Distribution of Codes of Behaviour for players and parents/carers within Spikezone membership packs. (6.1.1; 6.2.1)
- Codes of Behaviour relevant to coaches, referees, administrators and volunteers are to be distributed as part of program manuals. (6.4.1; 6.5.1; 6.6.2)
- All codes of behaviour to be displayed at junior Volleyball program venues. (6.6.1)
- Incidents of physical and/or verbal abuse are monitored by program personnel and referred to venue managers and/or regional/state coordinators for appropriate action. The behaviour of junior participants is monitored and appropriate action taken to prevent and/or resolve incidents of physical and/or verbal abuse. (6.1.3; 6.5.5; 6.6.3)
- Teams to be awarded points following each game on the basis of the extent to which the team displayed the principles of fair play and sportsmanship, with prizes distributed to teams at the end of each program. (6.1.3; 6.1.4)
- Development of an introductory coaching program to be made available to coaches, including in-school clinic coaches of the program. This program to become a required accreditation of coaches for team entry. (6.4.3; 6.4.4)
- Continued provision of a coaching CD as a free resource to schools to encourage teachers to present the sport to their students. (6.4.3; 6.4.4)
- Provision of coaching drills and session plans to nominated team coaches. (6.4.3; 6.4.4)
- Provision of adequate and consistent training of all program personnel to ensure consistent national program delivery. (5.2.1; 6.5.1; 6.6.1; 6.7.1)
- Remuneration of all individuals involved in the administration of a program at consistent national levels. (5.2.1)
- Continued distribution of program manuals providing guidelines for the performance of roles. (6.5.1; 6.6.1; 6.7.1)
- Recognition and rewarding of teachers and other individuals who make a significant contribution to the participation levels within programs.

- Referees to provide rule explanations to participants during games. (6.5.5)
- Selection of program venues to occur following risk management check to determine the safety and adequacy of the venue, its equipment and resources. (6.5.4; 6.6.5)

### **Quality Coaching**

- Coaches are to receive resources that provide information on planning sessions and season programs, including example plans, a range of fun activities and guidelines for the provision of instruction and feedback. (7.1; 7.2)
- Coaches are to be provided with opportunities to attend training programs that offer the opportunity to gain knowledge of appropriate activities for inclusion in sessions. (6.4.3; 6.4.4; 7.1; 7.2; 7.3)
- Coaches are to receive information on the appropriate etiquette of players and the Players Code of Behaviour in order to encourage players to adhere to this Code. (7.1.5; 7.3.1; 7.3.2; 7.3.3)

### **Making Volleyball Safe**

- Facilities and equipment risk management checklist included in program manuals for use by program personnel. (8.1.1)
- Develop and implement specific rules for venues that have limited free space, including restrictions on bags and other player equipment being left in the free space. (8.1.1)
- Guidelines for cancelling training or matches included in program manuals for use by program personnel. (8.2.1)
- The importance of hydration and sun sense to be included in coach training programs. (8.2.2; 8.2.3)
- Player membership packs to include information for players and parents on the need to bring appropriate equipment, including drink bottles and hats. This information is to stress the importance of naming equipment. (8.2.4; 8.4.2)
- Guidelines on safe training practices and the monitoring of athletes to be included in coach training programs. (8.3.1)
- Guidelines on dealing with blood spills to be included in program manuals for the benefit of program personnel. (8.4.1)
- Schools asked to complete pre-participation questionnaires on participants, identifying any special needs. Where participants are involved independently of their school the questionnaire is to be completed by their parents. (8.5.1)
- Program venue managers and in-school clinic coaches to have current first aid qualifications. (8.8.1)
- First aid kits to be available at all program venues. (8.8.2)
- Guidelines for dealing with emergencies, including the reporting of the incident to the Australian Volleyball Federation following the emergency, to be included in program manuals. (8.8.3; 8.8.4)
- Ensure program personnel have access to a telephone. (8.8.3)

## **The Law and Volleyball**

- Incidents of discrimination and child abuse to be reported to the Australian Volleyball Federation. (9.1.1)
- Compulsory prohibited person check for all program personnel to be completed prior to commencement of employment. (9.2)
- Program personnel to be made aware of OHS duties within their training and in program manuals. (9.4)
- Personal information collected to be managed in accordance with the by the Australian Volleyball Federation' Privacy Policy. (9.5.1)
- A summary of the Australian Volleyball Federation's Member Protection Policy to be included in program manuals. (9.5.1)

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