



DURBAN GIRLS' COLLEGE
SPORT AND WELLBEING POLICY
2015

A. SPORT AND WELLBEING POLICY

School's Vision

Durban Girls' College is a Christian School that inspires girls to realize their potential through a unique educational journey built on tradition, innovation, diversity and excellence aimed at enriching our world.

Mission of our Sport and Wellbeing Programme

The sport and wellbeing policy encapsulates a set of guidelines to be used by Durban Girls' College to identify and nurture the unique sporting qualities and talents of every girl so as to allow her to achieve her sporting potential, while at the same time deriving enjoyment and the lifelong health, social and emotional benefits that being physically active has to offer. In the event of any dispute arising related to the interpretation and implementation of this policy, the staff and headmaster of Durban Girls' College have an absolute discretion and any decision by the designated staff member and/or Headmaster must be regarded as final.

Core Values inherent in this programme

- Perseverance
- Enjoyment
- Teamwork
- Good sportsmanship
- Commitment and dedication

Objectives

- To cultivate a lifelong love for sport and physical activity, so that the multiple benefits thereof are appreciated
- To cultivate a healthy and fun sports culture at the school, relevant to both organised and "social" sport
- To provide a safe physical environment to encourage and allow girls to participate in both individual and team sports
- To identify and develop sporting talent and to be a top performing school in a variety of sporting codes
- To ingrain healthy eating behaviours in all pupils
- To improve the overall general wellbeing of all pupils at the school

Strategic Goals

- To provide the appropriate environment, programmes and committed staff to achieve our objectives
- To gain total parental and staff support in achieving these objectives
- To effectively educate our girls so that they acknowledge and appreciate the present and future benefits of eating well and being physically active
- To ensure every pupil accumulates 150 minutes of physical activity per week

Core Tenets of the Policy

1. Academics

- 1.1. While participation in sport and physical activity is important, academic achievement is promoted first and foremost
- 1.2. The school will strive to find the correct balance between academic, cultural, pastoral, social and sporting activities
- 1.3. Many of the issues and values embodied in this policy, as well as the philosophy underpinning it, should be addressed and communicated to all pupils as part of the formal academic curriculum at the school

2. Physical activity

- 2.1. The school will facilitate a sporting programme that will provide each girl with the opportunity to accumulate 150 minutes of organised physical activity per week. These 150 minutes are compulsory for every girl. It will be made clear to girls that the 150 minutes per week is a minimum and ideally all pupils should accumulate 60 minutes of physical activity on most, if not all, days of the week (as per the recommendations of the World Health Organisation, the American Medical Association, the American Academy of Paediatrics and the Medical Research Council of South Africa). This daily “dose” of 60 minutes of physical activity can be accumulated throughout the day (i.e. can be achieved, for example, by three 20 minute sessions of being physically active).
- 2.2. The following activities and sports will be offered as part of the school’s programme, with some only offered in the High School phase
 - 2.2.1. Gym
 - 2.2.2. Street dance/Zumba
 - 2.2.3. Soccer
 - 2.2.4. Walking club
 - 2.2.5. Synchronised swimming
 - 2.2.6. Boot camp/Cross Fit
 - 2.2.7. Action netball
 - 2.2.8. Netball
 - 2.2.9. Indoor hockey
 - 2.2.10. Hockey
 - 2.2.11. Tennis
 - 2.2.12. Water polo
 - 2.2.13. Squash
 - 2.2.14. Canoeing
 - 2.2.15. Badminton
 - 2.2.16. Cross country
 - 2.2.17. Athletics (Certain disciplines).

Parental guidelines to physical activity at home

- 2.3. At junior and senior primary levels, vigorous “play” activities in the playground are deemed to be “physical activity”
 - 2.4. The recommended 60 minutes of physical activity per day can be achieved through extramural activities (e.g. ballet, modern dancing, cycling, family sporting activities, walking, going to the gym, aerobics, surfing, body boarding, etc.) overseen by the parents outside of the school environment
 - 2.5. Aerobic, muscle- and bone-strengthening activities should all be encouraged
- ### 3. Participation in sport is compulsory for all pupils
- 3.1. All pupils must participate in at least one organised school sport (as listed in 2.2) per term
 - 3.2. Pupils are encouraged to participate in at least one school **team** sport per annum.

3.3. Participating in team sports cultivates:

- 3.3.1. teamwork
- 3.3.2. team building
- 3.3.3. development of interpersonal skills
- 3.3.4. enhanced communication abilities
- 3.3.5. understanding what fair play means
- 3.3.6. leadership and self-discipline
- 3.3.7. commitment
- 3.3.8. accountability

3.4. In exceptional cases, and with the consent of the director of sport, a pupil may participate in a team sport outside of the school, and this will be recognised as fulfilling the requirements of 3.2

3.5. Matches will be arranged where possible to cater for all levels of participation; where this is not possible, internal games will be organised

3.6. Where possible, and at the coach's discretion, taking into consideration space constraints and coaches availability, all teams from a particular age group shall train together to encourage competition within the group and not restrict players to the team they made at the beginning of the season.

4. Play to win and sporting excellence

4.1. The school will endeavour always to see the participation in sporting activities through the eyes of each child and adolescent, disregarding parent, coach and school aspirations, and ensuring that all activities are conducted in an age-appropriate manner

4.2. While it is important to encourage playing hard and being competitive, the over-riding objective is to allow pupils to enjoy themselves within the boundaries of the School's value system

4.3. The pressure to excel must not in any way compromise the educational and developmental elements of sports participation

4.4. Each girl will be managed in this regard according to her unique personality, talents and skills

4.5. Whilst competition and competitiveness should not be encouraged or taught before the age of 10, the school will still enter teams to play against other schools. The introduction to competition is a gradual one, with participation remaining key. Selecting teams forms the basis of the transition, but teams shall remain fluid as abilities and skills develop

4.6. From U10, competition will be introduced and from U11 the best team picked

4.7. Whilst talent and achievement will be acknowledged and rewarded, as much (if not more) emphasis will be placed on acknowledging and rewarding the effort and commitment shown by individuals and teams

4.8. All acts of good sportsmanship should be actively identified and acknowledged within the team

4.9. "Training for maximum performance" at an early age should be discouraged on medical and ethical grounds

4.10. Unless it is absolutely necessary, no player from a higher side may be used to fill up teams or to "help out" lower teams, if these lower teams are playing when the higher teams are not

4.11. The focus on participation in this policy in no way detracts from our goal of sporting excellence.

5. Age Groupings

- 5.1. As a general rule, players will be encouraged to play in their appropriate age groups
- 5.2. Junior primary players are not allowed to play in higher age groups
- 5.3. Senior primary players are not allowed to play in higher age groups, unless they are in Grade 6 and considered good enough to play in the Senior Primary First Team
 - 5.3.1 Girls that fall into an older age group than the majority of the grade have to play in their appropriate age group.
 - 5.3.2 Girls who are young for their grade – must decide if they would like to play down a grade i.e. with girls in the same age group but not grade or play with their own grade in a higher age group.
- 5.4. High School players are not encouraged to play in higher age groups
- 5.5. Only in exceptional circumstances will players in Grade 8 or 9 be considered to play for the First Team, but this decision must be motivated by the First Team coach to the Director of Sport and the School's EXCO; this decision must be based on merit and an explanation given why the player is being selected ahead of a second team player
- 5.6. Players may only play in a higher age group provided that they are adequately physically and emotionally developed to cope with the additional stress, and with the consent of both parents. This is to prevent premature physical and emotional "burnout" of players, and in some instances to minimise the risk of injury.
- 5.7. Coaches must act responsibly in selecting players for higher age groups, and any decision to do so must be in the best interests of the player, and not the team (and it's "team building" strategies)
- 5.8. Should a player who was selected for the First team from a lower age group later be dropped, she must return to play for her original age group, and not the second team. The school will make available to the dropped player appropriate counselling services if necessary.
- 5.9. Stayers Tournaments – (No matrices allowed) the teams should be selected from the future grade 10,11's and 12's (current 9,10's and 11's)

6. Sports tours

- 6.1. Sports tours are encouraged by the School
- 6.2. Tours to local destinations are preferred
- 6.3. Overseas tours will only be approved in exceptional circumstances and in terms of the school's sports and touring policies.
- 6.4. The primary objectives of sports tours are:
 - 6.4.1. To have fun, excitement and experience new thrills
 - 6.4.2. To visit new places and interact with new people
 - 6.4.3. To play unfamiliar teams
 - 6.4.4. To be with their friends and to make new friends
 - 6.4.5. To improve players skills and learn new skills, including social skills
 - 6.4.6. To get used to playing at unfamiliar venues
 - 6.4.7. To become physically fitter especially in pre-season tours.
 - 6.4.8. To encourage team bonding

7. Support for school sports teams

- 7.1. All pupils will be expected to support certain school teams at fixtures/ events determined by the Head prior to the commencement of the term

- 7.2. Injured players are encouraged to support their own teams from the side lines
8. Sponsorship
 - 8.1. Sponsorship of teams and sporting events is allowed but only with the consent of the Headmaster
 - 8.2. Only sponsors who agree to abide by this sports policy and who share the same philosophy regarding school sport should be considered
 - 8.3. Furthermore, the school will enter such arrangements provided that the sponsors are appropriate, the branding is sensitive and the terms are reasonable
9. Specialisation in a particular sport
 - 9.1. Early specialisation is discouraged
 - 9.2. The American Academy of Paediatrics (AAP) advises that “Children involved in sports should be encouraged to participate in a variety of different activities and develop a wide range of skills”. They also found that, “Those who participate in a variety of sports and specialize only after reaching the age of puberty tend to be more consistent performers, have fewer injuries, and adhere to sports play longer than those who specialize early”.
 - 9.3. Disadvantages of early specialisation include:
 - 9.3.1. May lead to overtraining and overuse injuries
 - 9.3.2. May lead to burnout and premature dropping out of sports
 - 9.3.3. May lead to eating disorders
 - 9.3.4. The opportunity to develop other skills may be lost
 - 9.3.5. Only a tiny minority of athletes make it to the elite level
 - 9.3.6. The child’s natural talent may actually lie in another sport
 - 9.3.7. Possible delayed onset of menses
 - 9.3.8. Is not always necessary for success
 - 9.3.9. May be at the expense of social opportunities
 - 9.4. The decision regarding when it is appropriate to start specialising is dependent on the individual concerned and the nature of the sport (this is seldom before the age of 13 years)
10. Physical education lessons
 - 10.1. These are part of the curriculum for from Grade R to Grade12 pupils and all pupils in these grades are expected to participate
11. Fun activities and Challenges
 - 11.1. The school will endeavour to introduce and implement fun physical activities into Physical Education, School and Sports programmes (e.g. Dodge Ball, social soccer, walks, parent events, etc.)
 - 11.2. The school will introduce annual “challenges” of a physical nature and of varying difficulty as determined by the Headmaster in consultation with the director of sport
 - 11.3. The school will encourage 3-5 minute physical activity breaks into the classroom curriculum in junior/senior primary (e.g. walking around classroom, stretching, chair aerobics, games, star jumps, etc.). Such activities have been shown to increase the focus of pupils in the classroom.
12. Marketing
 - 12.1. The school will refrain from placing undue emphasis on sports achievements when marketing the school, but will endeavour instead to promote the positive aspects of sport and physical activity as outlined in this policy.

- 12.2. The school does offer sports scholarships in order to attract talented, well balanced sportswomen who will add value to the school's sporting and other successes
13. Recruitment of academic staff
 - 13.1. Where appropriate, applicants who have sports coaching qualifications, experience and a willingness to coach will have an added advantage over those applicants who do not
 - 13.2. The reliance on external coaches must be kept to a minimum but the best coach for the circumstance will be used
 - 13.3. The school undertakes to recruit and provide the best possible coaches for **all** teams
14. Communication
 - 14.1. The school will do its utmost to communicate sport fixtures timeously to parents and pupils, and likewise for sports results of fixtures completed.

General Nutrition Guidelines

1. Pupils will continuously be educated at every opportunity as to what constitutes a healthy diet
2. Nutrition education will be included in the school's formal academic curriculum
3. The school will provide the appropriate environment to encourage and facilitate healthy eating
4. The school will endeavour to educate all parents as to what constitutes a healthy lunch box
5. Boarders will be provided with nutritious, well-balanced meals
6. The school tuck shop will provide healthy foods
7. The school will promote a policy of "food first" over the use of sports and dietary supplements (i.e. if a child's diet is complete, supplements are usually unnecessary)
8. Sports and other dietary supplements will not be encouraged because:
 - 8.1. Due to the absence of any meaningful regulation of the supplement industry in South Africa, the quality and contents of different products are unknown
 - 8.2. If an individual follows a healthy diet, dietary and sports supplements are usually unnecessary
 - 8.3. Most of these products cannot scientifically support their claims of improving health or enhancing performance
 - 8.4. Some of these products, especially sports supplements (10-25%) but not limited to, contain banned substances in the form of stimulants and/or anabolic steroids
 - 8.5. Dietary and sports supplements should only be taken when prescribed by a dietitian
9. The potential health dangers of such products will be communicated to the pupils
10. No one is allowed to distribute, sell or promote sports and dietary supplements on school property
11. Hydration
 - 11.1. Fluid replacement guidelines will be actively promoted at the school.
 - 11.2. Clean drinking water will be available at practices and games.

General Safety Guidelines

1. The use of gum guards is compulsory for all hockey practices and matches and it is the responsibility of each parent to ensure that their child wears her gum guard
2. Warm up, flexibility and stretching
 - 2.1. Players of all ages and all skill levels will all be instructed in the correct warm up, stretching and cool down methods.
 - 2.2. Warm up and cool down, as specified, will be a requirement of all players prior to participation in practice and game activities.
 - 2.3. Stretching is incorporated in all warm up and cool down sessions.
3. The routine use of water resistant sunscreen will be promoted by the school and pupils will be encouraged to regularly apply sunscreen to exposed body parts through the promotion of responsible practices.
4. The wearing of hats where appropriate will be encouraged.

B. CODE OF CONDUCT FOR SPECTATORS

1. All parents are at all times expected to display respect and support for their own child, the team, the opposition, the officiating referee and the coaches
2. Officials' decisions are to be respected - the decision of the referee is final.
3. Parents must not interfere with the coaches decisions
4. Spectators must sit in the area allocated for spectators and are not to enter the field of play or the immediate surrounds
5. Respect your team's opponents at all times
6. Good play and sportsmanship from both teams should be applauded appropriately
7. Focus on the team's efforts and performance, rather than the score
8. Avoid giving advice to the players – this is the coach's job
9. Impeccable manners are essential
10. Never ridicule or scold a child for making a mistake; only make positive and encouraging comments from the side lines
11. Condemn the use of violence or aggression of any form
12. Do not use abusive language or harass players, officials, coaches, teachers or fellow spectators
13. No consumption of alcohol is allowed in the surroundings of a sports event unless with written permission from the Headmaster.
14. No smoking is permitted in the surrounds of a sports event.
15. Parents must keep control of younger siblings playing on the side lines
16. Parents who do not comply with this code of conduct may be given a written warning by the Headmaster and thereafter may be barred from attending sports events.

17. Recognizing that many of the school's sports coaches are independent contractors, should a parent have a legitimate concern or complaint about sporting matters, it is to be addressed with the Director of Sport and the Head of the relevant phase.

C. CODE OF CONDUCT FOR PLAYERS

At DGC we value good sportsmanship and each player needs to respect and abide by our code of conduct for players.

1. Players are expected to act within the guidelines of good sportsmanship at all times.
2. This includes the player's manners on and off the sports field, not only winning humbly, but also losing graciously.
3. A DGC sportswoman is expected to applaud and compliment opposition for good play, as well as thanking the opposing team and umpire or referee for the match.
4. All decisions made by any official should be respected. Any negativity toward a decision or ruling by the official is unacceptable. Only the captain of the team may ask a question or clarify the decision made by an official. This must be done with respect.
5. Every match is to be played in a positive manner. Illegal and un-sportsmanlike tactics are not to be used to gain an unfair advantage.
6. Verbal provocation or retaliation towards another player or opponent is not acceptable. Bad language will not be tolerated.
7. A manager or coach may withdraw a player should the above not be adhered to.
8. A DGC sportswoman is expected to wear her DGC sports kit with pride and should be seen as helpful and polite at both home fixtures and away fixtures.
9. A DGC sportswoman is expected to act as a helpful and polite host to any visiting teams.

D. CODE OF CONDUCT FOR COACHES

Sports Coaches are expected to conform to the highest ethical standards and coach sport at DGC in accordance with the school's vision of sport and its mission statement. Each coach is obliged to adhere to the DGC Code of Conduct for Coaches.

This policy document will be updated regularly to ensure that it remains relevant and aligned with current research and latest developments in the field of sport, diet and wellness.

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else can. Sport can awaken hope where there was previously only despair.”

Nelson Mandela, Laureus World Sports Awards Ceremony 2000