

2019

Coaches Handbook



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1. Introduction to Everton Wolves Junior Football Club

1.1. Club History

The club's official name is the Everton Districts Sporting Club Inc (ESDC) because it originally was a multi-sport club, boasting cricket, softball and netball teams.

The Everton Wolves officially in October 1969, but goes much further back. The club was formed from families from the Golden Valley Football Club, the Oakleigh Football Club and the Mitchelton Football Club, all of which no longer exist. Golden Valley amalgamated with the Wolves in 1974.

The Wolf has always been the club emblem though the colours were originally a blue jersey with a red sash. With the amalgamation, the club's colours changed to adopt the gold from Golden Valley in place of the red.

The club has been through some tough times, reduced to just two teams in 1990) but the family spirit and dedication of parents have kept the club going, fielding 16 teams in 2017.

Today, ESDC manages the Everton Wolves Junior Australian Football Club and leases the ground to the Mayne Australian Football Club (seniors) and the Ashgrove Cricket Club.

1.2. Wolves Ethos

The first thing you need to know is that we do not have a 'win-at-all-costs' attitude. The ESDC has always had junior development and family values as its goals. Our aim is to provide a great football experience for each child so that they, and you, want to come back next year.

We also want to make sure the children learn new skills in a safe and supportive environment. It is for this reason we require all coaches to have an appropriate qualification and all coaches and managers to have a 'blue card'. These rules are all part of our obligations in regard to the protection of the rights, interests and wellbeing of children. The Committee has adopted and implemented the AFLBJ Child Protection Policy.

The Everton Wolves has been described as a 'boutique club' and we think that is about right: a small club with a big heart – family friendly, player friendly and community friendly.

1.2.1. Mission Statement

To encourage and promote the playing of Australian Rules football through a friendly and effective club environment.

1.2.2. Club Values

- Maximum participation without a 'win-at-all-cost' mentality.
- Integrity and inclusiveness.
- Responsibility and accountability.
- Teamwork and club spirit.
- Respect of all players, supporters, opponents and the "spirit of the game".

1.2.3. Success

Success is not limited to the score at the end of the game.

Success for the Everton Wolves is the attainment of the club goals and mission through the club values

1.3. What we are looking for in a coach

But more than this, we look at the coach as a central part in the club achieving our goals, values and guiding principles. We are looking to recruit and develop coaches that are not only knowledgeable about the game and the rules but are able to impart guidance and support to help players develop.

1.3.1. Guiding Principles for Coaches

- Create an environment that is fun and encouraging for players, coaches, match officials and supporters to foster enjoyment in the game.
- Encourage maximum participation, inclusion and experience giving players the chance to play across different positions in different roles across the season to develop an understanding of the game
- While winning will contribute to player development., success for the Wolves is in the attainment of the club goals and mission, living the club values and ensuring a positive environment for all
- Development/learning for players and coaches is a key objective of the club and this will be supported in terms of resources, equipment and other support such as training.
- Foster teamwork and respect for each other, opposition and match officials both on and off the field.
- Promote a safe and friendly environment that encourages participation and involvement from players and their families in the club and the teams we field.

1.3.2. Coaching Philosophy

The quality of both the performance and enjoyment of players is significantly shaped by the how the coach approaches their role and how they conduct that task. To be effective, coaches need to develop their own philosophy and coaching style, dependant on the age and ability of the players in the team they are responsible.

A successful coaching philosophy should be based on:

- Knowing why you coach.
- Knowing why players participate.
- Considering the opinions of others.
- Having a set of personal guidelines on how you will operate as a coach.

The Club Coaching Curriculum contains a high level outline as to what the club is looking for in terms of the philosophy that a coach would have and the competencies we expect them to hold or be developing across their time as a club coach.

1.4. Coaching courses

Under the auspices of the Australian Coaching Council, the National Coaching Accreditation Scheme conducted by the AFL offers a development program for coaches with courses at various levels.

Courses are offered as follows:

- AFL Auskick/Junior (Orientation)
- AFL Level 1 (Junior)
- AFL Level 1 (Youth) Club and school coaches of teenagers
- AFL Level 1 (Senior) Coaches of adults (open age)
- AFL Level 2 (Youth/Senior)
- AFL Level 3 (High Performance)

Information on the scheduling of these courses will be circulated by the club for coaches looking to complete or renew their accreditation. The club will fund the completion of these courses.

1.5. Coaching, the Law and Responsibility

The issue of sports safety and the legal responsibility of the coach is an extremely important one.

The following information is taken from the Youth Coaching Manualⁱ and touches on some of the legal issues as they relate to coaching. Please note this information should not be regarded as legal advice.

Some injuries in football are inevitable. However the responsibility of your management of players should not assume such intimidating proportions that you give coaching away, or unduly restrict your programs to the point where players' needs are not being met.

Care A coach should, under all circumstances:

- Take all necessary precautions to prevent injuries from occurring.
- Treat injuries correctly.
- Ensure the treatment provided prevents further injury.
- Take no action that could cause injury.

A reasonable and prudent coach should provide care based on what should be known about the sport and/or the injury. Ignorance is no excuse.

Negligence In the coaching environment, negligence can be defined as a coach's breach of any duty of care owed to a player and where the breach results in actual damage to that player which should have been foreseen by a reasonable and prudent coach

Other Areas

In better understanding legal issues surrounding coaching, it is important to recognise that there are a number of areas of commonwealth and state legislation that have an impact on the coaching environment. These include discrimination, harassment and child protection.

Discrimination There are four main types of discrimination that may affect football clubs:

- Racial and religious discrimination.
- Sex/gender discrimination.
- Disability discrimination.
- Infectious diseases discrimination.

Harassment Harassment consists of offensive, abusive, belittling or threatening behaviour that is directed at a person because of a particular characteristic, usually sex, disability or race.

Child protection Greater attention has been given to young sports participants and their welfare recently and several states have passed Child Protection Acts. While these vary from state to state, they have common principles designed to protect the safety and wellbeing of children. Generally, the key principles include awareness of the issues and procedures that are in place and open communication to increase awareness and manage the issue.

For the latest information in these areas, go to the Policies section of the AFL website afl.com.au/policies

2. Things to consider as a Coach

2.1. Players and dealing with them

2.1.1. Role is there to educating your players

- You are there to teach and they learn and you should look to encourage their development, giving every player the chance to participate and explore footy.
- Depending on their age, you should encourage them to have their own goals for the season and to reflect on their performance.
- Understand that some may have anxiety and may need help to support (create environment)
- Be aware they are growing and that physical changes associated with adolescence may challenge them physically or their confidence in playing and they may need support.

2.1.2. Playing in a team is not just about sport

- Remember that sport is not just about the physical participation but is a part of your player's social development.
- Getting along, self-esteem, communication, sportsmanship and coping with adversity are some of the learnings that players will take away from being in a team
- Being aware and looking to incorporate this into your interactions with your players will help create a positive environment that will encourage participation.
- Consider involving players to take responsibility for activities around the club including roles with younger teams and/or players.

2.1.3. Approach to Coaching

As a coach for the Wolves, your emphasis need to be on effort and enjoyment not just winning. You won't have a team full of superstars so it is important you need to be inclusive of all players, focus on development, effort and opportunity for all players.

You will be a role model for your players to follow so be enthusiastic and show enjoyment for the task of coaching.

2.1.4. Team Rules and Player Behaviour

- Establish team rules and behaviour expectations around training and game day with the team and the parents so they have a clear understanding of what to expect. This should include such things as:
 - Approach to selection for matches and on field set up eg rotate players around to give opportunity to experience different positions
 - Behavioural expectations at training eg inclusion, involvement, attitude
 - Respect on the field for umpires, opponents and officials.
- Share consequences when rules are not met, for example, players who do not comply may be forced to apologise to those impacted, sit out of drills and miss game time depending on the severity.
- Remember some aspects may be out of the players control such as transport delays, personal issues or in the relationships with others in the team and you need to be aware of this when looking at violations.
- Use a consistent approach when delivering the consequences
 - Be calm and objective when applying a consequence to behaviour.
 - Act immediately when an infringement of the code occurs.
 - Speak with the offender in private whenever possible.
 - Avoid allowing personalities to affect your decisions.
 - Consult with parents if a situation with a player is becoming unmanageable.

2.2. Time Management

- Be aware of potential disruptions to training or games. These may include:
 - School or work demands
 - Injury or illness
 - Family commitments or holidays
 - Other sports
- Establish an approach with your team as to how you want to deal with these situations and talk through these processes with your team as a part of the pre-season conversation.
- Plan ahead where possible particularly around school holidays

2.3. Training

- Plan ahead
- Be proactive when situations occur
- Provide a variety of activities to maintain interest
- Think about team building activities eg going to a game, watching other age groups
- Be interactive – ask questions, seek feedback

2.3.1. Stepping back

For drills to be effective, you need to allow players to process what you are teaching them. To achieve this, you should look to provide feedback and ask questions rather than just directing activity. This will not only help them learn the skills but help them apply in game situations.

2.4. Communication

2.4.1. With Players

Coaching is a two-way process and this means you need to be clear and consistent in your messaging but also be open to feedback and questions for good outcomes.

Your role as coach is an educator, whether training or match day so you need to be aware how you communicate to help your players and the team improve.

When a player talks to you, be prepared to listen. Resist the urge to give them advice or solve their problems but hear what they have to say and work with them.

2.5. With Parents/Guardiansⁱⁱ

The relationship between the coach, the child and parents has an important bearing on the outcome of a coaching program.

It is recommended that coaches share their coaching philosophy, goals and your approach to the seasons with parents to minimise issues and get support from the parents/guardians. This should be done early in the year in a meeting with the parents and the players together.

To sustain communication, the season should include activities involving parents, a parent feedback survey and opportunities to review the success of the program.

3. Match Day

3.1. Preparation and Set up

On match day, there are a number of activities that need to happen that you can coordinate with your team manager and volunteers.

3.1.1. Match Day Officials and Volunteers

Depending on age groups, there will be a number of volunteers required for match day which are outlined below. The AFLQ clearly sets out what is expected from the officials on match days to ensure the orderly conduct of the game and the Club may be fined if AFLQ expectations are not met.

	JUNIOR	YOUTH
Officials	<ul style="list-style-type: none">• Ground Marshall• First Aid• Goal Umpire	<ul style="list-style-type: none">• Ground Marshall• First Aid• Goal Umpire (must be 16 or older)• Boundary Umpire (must be 16 or older)• Runner (must be 14 or older)• Timekeeper• Up to 4 Water Carriers<ul style="list-style-type: none">○ U/12: must be 12 years or older○ U14 & U16: must be 14 years or older
Volunteers	<ul style="list-style-type: none">• Canteen	<ul style="list-style-type: none">• Canteen• Scoreboard attendant (home games only)

Of these, the First Aid attendant and the Ground Marshall play key roles on match day to ensure the safety of players and the codes of behaviour are met.

3.1.2. Match Day Procedure

The following things need to be completed on match days, with the support of your Team Manager:

- 1) Arrive at the ground at least 30 minutes before game time.
- 2) Confirm parents to do Match Day volunteers as in 3.1.1.
- 3) For youth games, fill out the team sheet if you have not been able to do so the night before.
- 4) On home games, take into the Match Day Umpire:
 - a. Match balls
 - b. Team Sheet; and
 - c. Goal post pads for Youth Games
 - d. Field set up for junior games (goal posts, boundary and zone cones)
- 5) On away games, give umpires the team sheet.
 - a. Swap team sheets with the opposition team manager.
- 6) Determine with the Opposition coaches, the numbers to take the field based on team sizes.
- 7) After the game:
 - a. Retrieve match footballs
 - b. If last game for the day, remove goal post pads, pack up cones and goal posts where used
 - c. For Youth teams, hand out Vote Cards to people
 - d. For Junior teams, hand out match day awards

- e. Complete Umpire feedback forms and provided to the Coaching Coordinator or the Club Secretary by the Tuesday following the game
- f. Complete match report for the newsletter by the Tuesday following the game and send to Newsletter Coordinator

3.2. Communication with Players

- Ensure players are aware of their positions on the field (a whiteboard is useful for this).
- Provide appropriate warm-up exercises with footballs (if possible do this on the ground).
- Encourage players to encourage each other.
- Use interchange players freely.
- Encourage all players to acknowledge their individual efforts.
- Focus on teaching the game, not on winning the game.
- Addresses to players before, during and after the game should be used as teaching and learning opportunities
- Be calm and positive and avoid any emotional, derogatory or sarcastic remarks.

3.2.1. Tips for match-day addresses

- Addresses to players are a means to teach them about the game: both its skills and values.
- Prepare the pre-match talk beforehand and consider what to say to individuals and groups (e.g. forward line players) and what to say to the whole group.
- Talk to players individually and in small groups about their responsibilities as they are getting ready.
- Stress that the game is an opportunity to practise skills.
- Encourage players to do their best.
- Use words and expressions they have heard before to enhance understanding.
- Be positive and encouraging.
- Use statistics as positive reinforcement during breaks.
- Make sure all players are attentive and focused when being spoken to.
- Reinforce plans and policies that have been practised.
- Comments during game breaks could refer to the playing conditions, skill strengths and areas for improvement, position play, good efforts from groups or individuals and plans for the next stage of the game.
- Post-game comments should review what was done well, what needs improvement, what can be learned from the opposition's play, what individuals did well, what was learned, the extent of player satisfaction, what needs to be worked on and what the team should aim to do better next time.

4. Players Development

The ESDC approach to player development, linked to the AFL Stages of Developmentⁱⁱⁱ to provide an understanding of what the broad focus of learning should be across the age groups.

FOCUS	EMPHASIS FROM PLAYING SPORT	AGES	DEVELOP	OUTCOMES	STAGE OF DEVELOPMENT
Active Start		0 – 6 years	<ul style="list-style-type: none"> Learn movement Link together 	<ul style="list-style-type: none"> Positive and Fun Basic skills 	(Fundamental Stage)
FUNDamentals	Learn all the fundamental movement skills and build overall motor skills	U7 to U9	<ul style="list-style-type: none"> Minimal/simple formal competition Basic Skills – kick, mark and handball Tactical skills – defence and attack Read the “movements” – make decisions 	<ul style="list-style-type: none"> Teamwork and problem solving Sense of what is “fair” Introduce simple rules and ethics of game Positive and Fun 	
Learning to Train	Learn overall sports skills	U10 to U11	<ul style="list-style-type: none"> Learn overall sport skills Introduce technical skills Basic tactical skills Competition focus on “Learning to compete – not winning” Flexibility, speed and endurance through games/relays 	<ul style="list-style-type: none"> Enjoy practicing skills – see own improvement Improved understanding of the rules Improved teamwork and technical capabilities. 	
Training to Train	Consolidate basic sport specific skills and tactics through focus on skill training and physical development over competition	U12 to U15	<ul style="list-style-type: none"> Build aerobic base Develop speed and strength Consolidate specific sport skills Basic performance related skills Skill, speed, strength, core work Train in competitive situations – competitive games/drills Game strategy 	<ul style="list-style-type: none"> Coping skills - physical and mental challenges of competition Pre game preparation Communication Concentration skills Play to win and do their best 	Sampling Stage

FOCUS	EMPHASIS FROM PLAYING SPORT	AGES	DEVELOP	OUTCOMES	STAGE OF DEVELOPMENT
Training to Compete	Optimize fitness preparation and sport, individual, and position specific skills	U16 to U17	<ul style="list-style-type: none"> • Fitness components - individual • Position specific skills • Develop performance related skills • Recovery programs • Technical skill development • Tactical awareness 	<ul style="list-style-type: none"> • Fitness components - individual • Recovery programs • Technical skill development • Tactical awareness • Understanding of individual strength and weaknesses 	Identification Stage
Training to Win		19+/-	<ul style="list-style-type: none"> • Podium performers • Complete player development • Optimise performance • Refinement of team/tactical/mental skills 		Investment and Maintenance Stage
Active for Life		any age	<ul style="list-style-type: none"> • Transition from competitive play to lifelong physical activity and participation in sport 		

Taking the AFL Stages of Development and combining with the Australian Football Curriculum, the club had developed detail in relation to the individual skills and capabilities.

The introduction of specific skills can be found later in this document in Appendix 1: while the full detail is continued in the Coaching Curriculum found on the Wolves website.

5. Training Arrangements

5.1. Training Guidelines

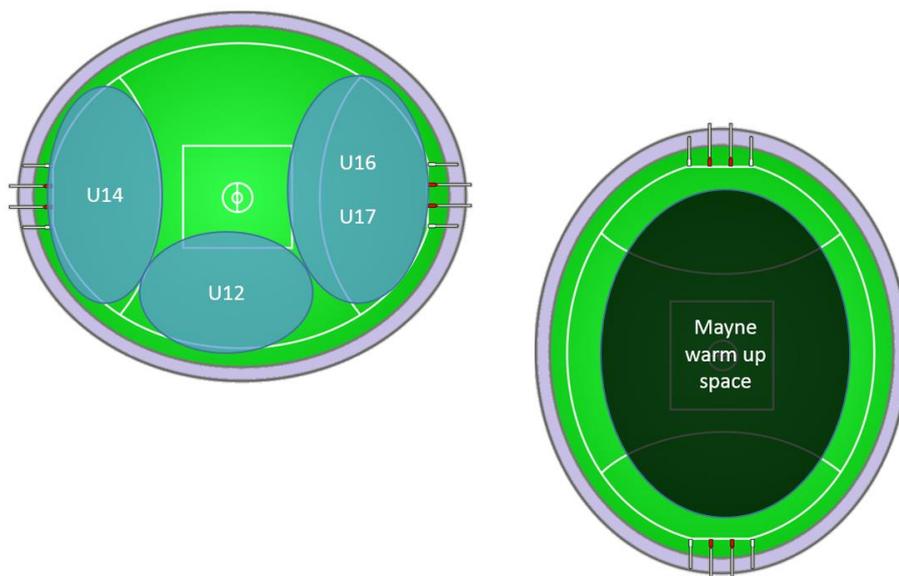
Pre and in season training will vary depending on the length and timing of the seasons and the composition of individual teams. The guidelines though in relation to training are as follows:

AGE GROUP	PRE SEASON	DURING SEASON	FOCUS
U8-11	45 – 60 mins 0 – 6	45 – 60 mins 1 per week	<ul style="list-style-type: none"> • Fun • Skill
U12-14	60 – 75 mins 6-8	60 – 75 mins 2 per week	<ul style="list-style-type: none"> • Skill • Team Play • Some (minimal) Fitness
U15-16	75 min 8-10	75 min 2 per week	<ul style="list-style-type: none"> • Skill • Team Play • Tactical • Some (moderate) fitness
U16 +	75 mins 10-12	75 mins 2 per week	<ul style="list-style-type: none"> • Skill • Team Play • Tactical • High fitness

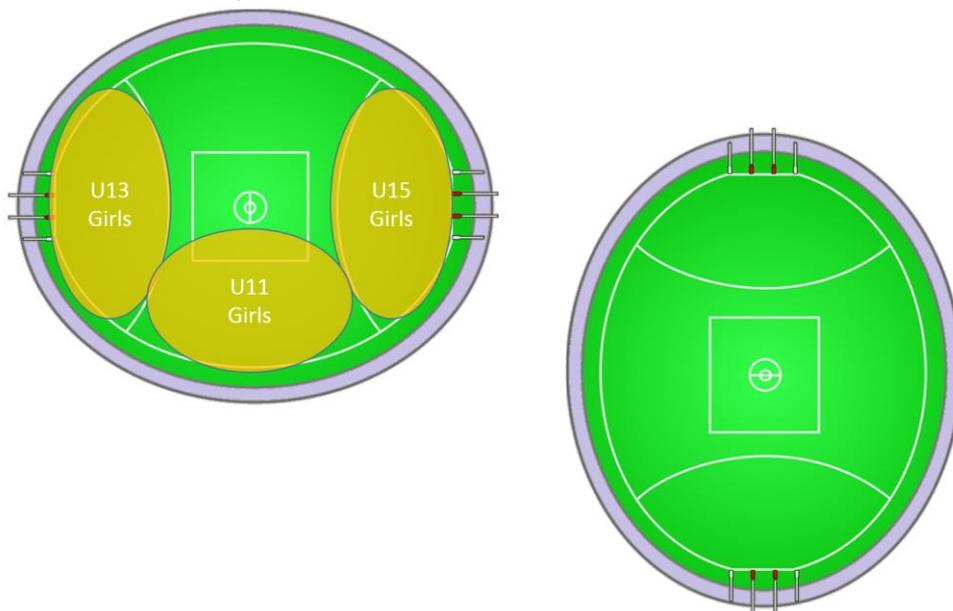
5.2. Sharing of Grounds and Timing of Training

Training nights are Tuesdays and Thursdays from 5.15pm to 6.30pm for Youth Teams, Wednesday from 5.15pm to 6.30pm for Girls teams and Thursdays for Junior Teams from 5.15pm to 6.30pm.

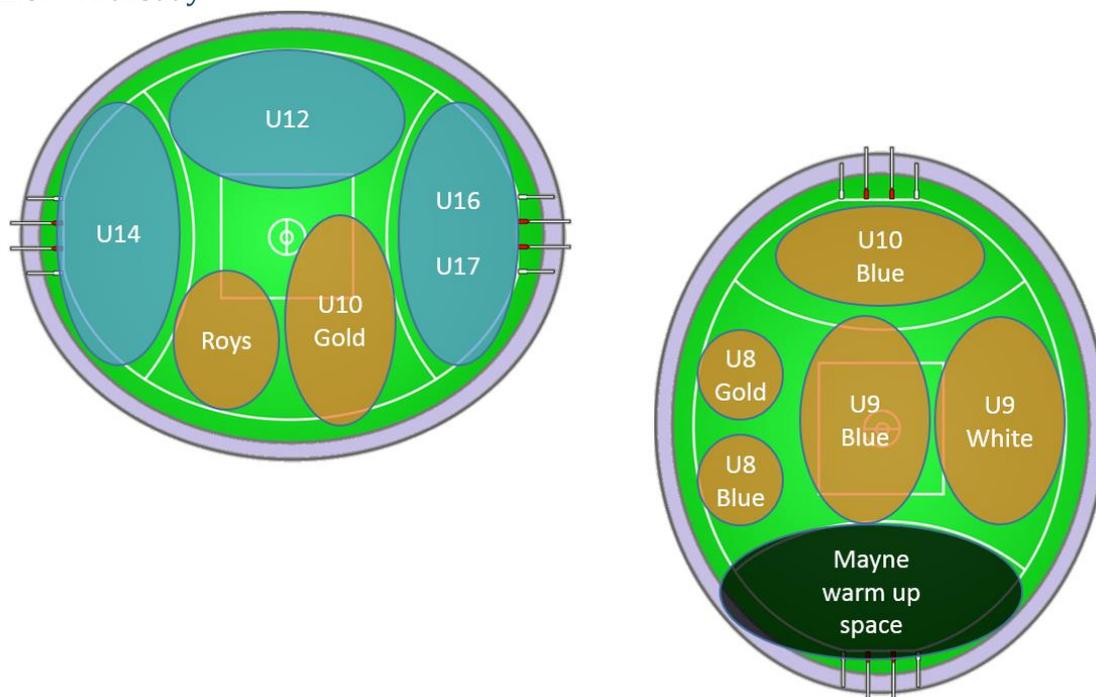
5.2.1. Tuesday



5.2.2. Wednesday



5.2.3. Thursday



5.3. Training Gear

All training gear can be found in the green shed adjacent to the carpark. The Wolves occupy the side nearest to the club house.

Each team will be provided with appropriate sized balls which are stored in bags in the shed, identified by signage over the hooks. You should allow time to inflate the balls each week as they tend to need it.

There is also additional gear in the sheds for shared use across the teams including:

- Training bibs
- Cones
- Bags – Bump (square), Tackle (cylinder) and Ruck/Marking bags (the big ones)

- Portable Goal Posts – in long black bags
- Agility Ladder

There is a compressor to inflate the balls which is currently located in the shed. To operate, it needs to have both the power on, via the switch on the 2nd oval side wall and the red knob on the top pulled up.

The shed will be opened by one of the committee just prior to the start of training.

5.4. Use of Lights

The ESDC share the ground with the Mayne Senior Football Club, with Tuesday and Thursday's training nights coinciding. As a result, all Junior and Youth training is required to be completed by 6:30pm to ensure the safety of players.

6. Health and Safety of Players

6.1. Role of the Coach

One of the key responsibilities a coach has is in relation to injury prevention, immediate care and management and this is something the club is focussed on in order to maximise the safety and enjoyment of players. To do this, a coach should be aware and focused on:

- Ensuring appropriate first-aid facilities and personnel are available before activities commence.
- Appropriate warm-up routines and methods used to prepare the players for training and game day.
- Ensuring players have the appropriate gear, such as mouthguards, to avoid injury.
- Teaching the correct way to perform the body contact skills of the game and how to protect themselves from serious injury.

Any player who is injured during a game must have their injury dealt with immediately. The player needs to be assessed by a qualified person and if there is any doubt about the seriousness of a player's injury, Coaches must always err on the side of caution and prevent further participation as this may cause further injury.

A coach must ensure that an injured player is ready to return. This includes ensuring the correct rehabilitation has taken place and in consultation with the player, their parent and guardian and qualified medical personnel where necessary.

6.2. Preventing Injuries

While injuries may occur during a season, many are preventable or their impact minimised with careful planning.

6.2.1. Pre/Early Season

- Understand squad and individual capabilities and match activities appropriately
- Be aware of any special medical conditions and have appropriate action plan. (See 6.4 Medical Conditions for more detail)
- Develop and build fitness and skills progressively through training including introducing contact
- Ensure appropriate level of skill/exposure for players before competitive games
- Players with a history of head injury should seek professional advice about the appropriateness of headgear

6.2.2. Pre training/game warm up

- Warm up before game – at least 20 mins including stretching, building in intensity of activity

- Encourage appropriate levels of hydration and nutrition before games
- Apply sunscreen
- Understand from ground marshal about any specifics in ground/condition
- Support for players with history of injuries – eg ankle support

6.2.3. During training/game

- All players wear mouthguards at all times
- All players remain hydrated during the game by drinking water during every break.
- Any player who has suffered a concussion or is suspected of having concussion must be IMMEDIATELY REMOVED FROM PLAY and medically assessed as soon as possible after the injury.
- Bleeding players should come off the field until bleeding is controlled and further risk is managed.

6.2.4. Post training/game warm down and activity

- All players continue to rehydrate after the game by drinking water as well as appropriate recovery nutrition.
- Warm down exercises should be completed after the game and stretching in the ensuring period post the game to assist with recovery.
- Injured players requiring further treatment should seek prompt medical attention for their injury.
- Advice from the injured player's treating health professional should always be sought before a decision about return to play is made.

6.3. Mouthguards

A mouthguard is required for both training and games.

6.4. Medical Conditions

You may have players in your squad that have a medical conditions impacting their ability to participate or that participation could affect the condition. Common conditions players may have such as asthma, epilepsy and diabetes.

In these circumstances, the club should have been advised by the parents and will advise you of the condition and if any specific medical assistance could be necessary. For players with these conditions, an emergency management plan should be developed with the parents.

How this is done will depend on the severity of the condition eg for Asthma, having the puffer for training and games vs something more severe like epilepsy would require something more detailed bus should be noted and kept with the team manager's folder.

6.5. Illness and Participation

During times of illness, the player's body is particularly vulnerable, with an increased risk of damage to tissues or organs. When ill or feverish, players should not participate.

6.6. Management of Concussion

Concussion is a brain injury characterised by a disturbance in brain function that results from trauma to the brain. The changes are temporary and the majority of players recover spontaneously and completely if managed correctly. Complications can occur if the player is returned to play before they have recovered from concussion.

The AFL has established guidelines in relation to concussion management which the Club adheres to. The full detail can be found at aflcommunityclub.com.au/index.php?id=66.

The key elements of the guidelines and in dealing with concussion or suspected concussion are:

- Any player who has suffered a concussion or is suspected of having concussion must be IMMEDIATELY REMOVED FROM PLAY and medically assessed as soon as possible after the injury. They must not be allowed to return to play in the same game or practice session
- Management of a head injury is difficult for non-medical personnel. In the early stages it is often not clear whether you are dealing with concussion or there is a more severe underlying structural head injury.
- ALL players with concussion or suspected concussion need an urgent medical assessment.
- A concussed player must not return to school or to training or playing before having formal medical clearance.
- There should be a trained first aider at every game and the principles of first aid, including management of the cervical spine, should be used when dealing with any player who is unconscious or injured.

Further from the guidelines and in best practice in relation to returning from concussion or suspected concussion are:

- In every case, the decision regarding the timing of return to training should be made by a medical doctor with experience in managing concussion.
- In general, a more conservative approach (i.e. longer time to return to sport) is used in cases where there is any uncertainty about the player's recovery. ("If in doubt, sit them out").

6.7. Recording Injuries

Coaches should ensure all facts concerning an injury are properly recorded – forms will be available in the manager's folder or the club house to record them.

7. Parental Involvement

There are many team jobs that have to be done on match days and a number of volunteers are required for the games to run smoothly.

7.1. Volunteer Management

The use of helpers to both assists the coaching process and to help on match day is an important.

Coaches will set the standard for the behaviour of volunteers and need to take the lead in ensuring volunteers behaviour is in line with the club codes of conduct. In particular, ensuring respect for umpires, opponents, officials, spectators and other officials.

Coaches are advised to refer to these codes of conduct and lead by example to help young players develop a frame of reference for what is acceptable sporting behaviour. Coaches must also support players and the system, including officials and administrators.

7.2. Player Details

It is important that you hold up to date contact and medical details for your team. Contact information will be available from the club from the player registration. Medical information, including emergency contacts, is

captured additionally through a form that your Team Manager will have. You should encourage these to be completed and returned early in the season.

They will be kept in the Team Manager's folder for easy access in an emergency.

8. Club and Team Award Policy

8.1. Game Awards

Each team is encouraged to have low-key awards at the end of each game that recognise good codes of conduct on and off the field, good contributions to the team and/or good play on the day. These awards are not meant to continually recognise the most skilled players.

8.2. Milestones

As a club we want to recognise playing milestones as they occur during the season and at the awards night. The club keeps records of all of the games played and will inform Team Managers of 50 game, 100 game milestones to allow coaches to acknowledge these.

8.3. End of Season Awards

The following policy has been developed to provide consistency and direction in the application of voting and awards at the Everton Wolves Junior Australian Football Club.

8.3.1. Junior Team Awards

No Best and Fairest Awards will be given to players in Junior Teams - All Junior players will receive a participation award in the form of a trophy or medallion at the end of the season

8.3.2. Youth Team Awards

All Youth players will receive a participation award in the form of a trophy or medallion at the end of the season. Team awards, as listed below, will be awarded in accordance with the Club and Team Award Policy at http://websites.sportstg.com/get_file.cgi?id=36319615

- a. Best and Fairest
- b. Best and Fairest Runner Up
- c. Best Defender
- d. Best Attacking Player
- e. Rookie of the year or Rising Star
- f. Player's Player or Best Clubman – The manager should ask players to vote for this award
- g. Most Improved or Coaches Award

9. Team Photos

During the season, a training night or game day will be set aside for the taking of team photos. When the date is confirmed, the information will be passed onto the Team Manager as well as published in the Newsletter on the website.

10. Appendix 1: Skill Development Outline

10.1. Skill Introduction

Skill	Extension	5-8	9-10	11-12	13-16
KICKING Type of Kick	Drop punt - preferred foot	●			
	Drop punt - non preferred foot	●			
	Torpedo punt	●	●		
	Banana (check-side)		●		
	Quick kick			●	
	Angle kicking – snap kick			●	
	Off the ground			●	
KICKING Accuracy	To a stationary target		●		
	To a lead		●		
	On the run			●	
	For goal – set-shot		●		
	For goal – running shot			●	
	For goal – snap shot			●	
HANDBALL Type	Basic/Flat - Preferred	●			
	Rocket - preferred		●		
	Bounce (overspin)			●	
	No preferred hand	●	●		
HANDBALL Use	Quick disposal			●	
	Front and centre (forward arc)			●	
	From ground			●	
	Hit - knock on		●		
	Backwards			●	
	Follow up/Assist			●	
MARKING Type of Mark/ Technique	Chest	●			
	Overhead – standing	●			
	Overhead – leaping		●		
	In front – hand mark	●			
	Landing/rolling	●			
	Body positioning/Use			●	
	Pack marking – overhead/chest			●	
PICKING UP THE BALL	Stationary ball	●			
	Ball approaching	●			
	Ball moving away	●			
	Ball moving across path	●			
BOUNCING THE BALL	Touching the ground – both hands	●			
	Bouncing the ball - preferred hand	●			
	Bouncing the ball - non preferred hand			●	
TAP-OUT/ RUCKWORK	Preferred hand	●			
	Non preferred hand		●		
	Leap			●	
	Craft				●
PLAY ON	Selecting when			●	
	Use of peripheral vision/scanning			●	

Skill	Extension	5-8	9-10	11-12	13-16
LEADING	Timing your lead			●	
	Area to lead to			●	
	Gaining an advantage before leading				●
CRUMBING	Front and centre			●	
CHANGING DIRECTION	Baulk - dummy		●		
	Side-step		●		
	Spin		●		
	Fending			●	
	Blind turn			●	
RUNNING	Technique			●	
	To receive		●		
	To run with/carry the ball			●	
	To back up/ numbers at the ball			●	
	Man up (accountability)			●	
	To chase				●
	Running into space		●		
	Running into ball carrier's vision			●	
TACKLING	Front falling			●	
	Front drive			●	
	Front (drop tackle)				●
	Rear (drop tackle)				●
	Side (drop tackle)		●		
SPOILING	Preferred/ non-preferred side			●	
	Rear (overhead mark)			●	
	Side (chest mark)			●	
SMOTHERING	Side			●	
	Front				●
SHEPHERDING	Technique/Arm Use			●	
ON THE MARK	Standing the mark		●		
BUMPING	Technique		●		
	One-on-one			●	
ROLLING	Forward		●		
	Forward recover			●	
	Backward			●	
LANDING	Two feet	●			
	One foot		●		
	Variety of positions and forces		●		
RECOVERY	Second and third efforts			●	
	Maintaining ground			●	
	Keeping feet - non contact		●		
	Keeping feet - contact			●	

10.2. Tactical

Skill	Extension	5-8	9-10	11-12	13-16
DEFENCE	Backline play			●	

	Restricting space				●
	Attacking			●	
FORWARD	Forward-line play			●	
	Creating space				●
	Leading			●	
	Defending			●	
	Forward-line set-ups				●
	MIDFIELD	Transition across			●
Defending				●	
POSITIONAL PLAY	Zone Specific	●			
	Line specific			●	
	Position specific				●
TEAMWORK	Sharing the ball		●		
	Protecting teammate			●	
	Constructive talk			●	
	Cover				●
SET PLAYS	Centre square set-ups			●	
	Boundary throw-ins			●	
	Field ball-ups				●
	Opposition kick-outs		●		
	Own kick-outs			●	
TRANSITIONAL PLAY	Switch				●
	Running from back half			●	

10.3. Other

Skill	Extension	5-8	9-10	11-12	13-16
CONDITIONING	Aerobic	●			
	Muscular	●			
	Anaerobic	●			
	Speed/Agility	●			
	Flexibility	●			
NUTRITION	Healthy Choices			●	●
	Game-focused habits			●	●
RECOVERY/ BODY MANAGEMENT	Techniques				●
WELFARE		●			
SOCIAL SKILLING		●			
INJURY MANAGEMENT		●			

11. Appendix 2: Match Day Info

11.1. Set Up

Team	Length (m)	Width	Zones	Game Times (mins)			Ball Type		Players on Field	Min players for a game	Interchange	Scoreboard/ Scoring
				Quarters	¼ & ¾	½						
U8	80	60	Y	10	3	6	1	Synthetic	9		Unlimited	No
U9	100	80	Y	10	3	6	2	Synthetic	12		Unlimited	No
U10	100	80	Y	10	3	6	2	Synthetic	12		Unlimited	No
U11	130	90	N	15	5	10	3	Leather	15		Unlimited	Yes
U11 Girls	100	80	Y	10	3	6	2	Synthetic	9		Unlimited	No
U12	135-185	110-155	N	15	5	10	3	Leather	18	14	4	Yes
U13 Girls	130	90	N	15	5	10	3	Leather	12	8	4	Yes
U14	135-185	110-155	N	15	5	10	4	Leather	18	14	4	Yes
U15 Girls	135-185	110-155	N	15	5	10	4	Leather	16	12	6	Yes
U16	135-185	110-155	N	20	5	15	5	Leather	18	14	4	Yes
U17 Girls	135-185	110-155	N	15	5	10	4	Leather	16	12	6	Yes

11.2. Rules matrix - Youth

PHASE	Mixed		Boys		Girls	
	Under 12	Under 14	Under 16	Under 13	Under 15 & 17	
REGULATIONS	Competition	Competition	Competition	Competition	Competition	
Ground size	135m - 185m x 110m - 155m	135m - 185m x 110m - 155m	135m - 185m x 110m - 155m	130m x 90m	135m - 185m x 110m - 155m	
Zones	✗	✗	✗	✗	✗	
No. of players on ground	18	18	18	12	16	
Ball type	Leather	Leather	Leather	Leather	Leather	
Ball size	3	4	5	3	4	
Match length	4 x 15 min	4 x 15 min	4 x 20 min	4 x 15 min	4 x 15 min	
Scoring	✓	✓	✓	✓	✓	
Results	✓	✓	✓	✓	✓	
LAWS						
Tackling	✓	✓	✓	✓	✓	
Bumping	✓	✓	✓	✓	✓	
Stealing the ball	✓	✓	✓	✓	✓	
Barging	✓	✓	✓	✓	✓	
Smothering	✓	✓	✓	✓	✓	
Fending off	✓	✓	✓	✓	✓	
Shepherding	✓	✓	✓	✓	✓	
Bouncing the ball	Unlimited	Unlimited	Unlimited	2 max	Unlimited	
Kicking off the ground	✓	✓	✓	✓	✓	
Out of bounds	Boundary throw in					
Marking	10m, direct catch					
Penalties	50m penalty can be applied at umpires discretion. Players can be ordered off at umpires discretion	50m penalty can be applied at umpires discretion. Players can be ordered off at umpires discretion	50m penalty can be applied at umpires discretion. Players can be ordered off at umpires discretion	15m penalty can be applied at umpires discretion. Players can be ordered off at umpires discretion	25m penalty can be applied at umpires discretion. Players can be ordered off at umpires discretion	
Deliberate out of bounds	✗	✗	✗	✗	✗	
Deliberately rushed behind	✗	✗	✗	✗	✗	
UMPIRES AND COACHES						
No. of field umpires	Association (1)	Association (2)	Association (2)	Association (1)	Association (1)	
Goal Umpires	Club (2)					
Boundary umpires	Club (2)					
Coaches	Sideline	Sideline	Sideline	Sideline	Sideline	

11.3. Rules Matrix -Junior

PHASE	Mixed			Girls	
	Under 8	Under 9 & 10	Under 11	Under 9	Under 11
REGULATIONS	Introductory	Development	Competition	Introductory	Development
Ground size	80m x 60m	100m x 80m	130m x 90m	80m x 60m	100m x 80m
Zones	✓	✓	✗	✓	✓
No. of players on ground	9-a-side	12-a-side	15-a-side	9-a-side	9-a-side
Ball type	Synthetic	Synthetic	Leather	Synthetic	Synthetic
Ball size	1	2	3	2	2
Match Length	4 x 10 min	4 x 10 min	4 x 15 min	4 x 10 min	4 x 10 min
Scoring	No scores, ladders or finals permitted	No scores, ladders or finals permitted	Scoring permitted. No ladders or finals permitted	No scores, ladders or finals permitted	No scores, ladders or finals permitted
Results	No recording of best players or goal kickers	No recording of best players or goal kickers	No recording of best players or goal kickers	No recording of best players or goal kickers	No recording of best players or goal kickers
Representative teams	✗	✗	✗	✗	✗
LAWS					
Tackling	✗	Modified	✓	✗	Modified
Bumping	✗	✗	✓	✗	✗
Stealing the ball	✗	✗	✓	✗	✗
Barging	✗	✗	✓	✗	✗
Smothering	✗	✗	✓	✗	✗
Fending off	✗	✗	✓	✗	✗
Shepherding	✗	✗	✓	✗	✗
Bouncing the ball	1 max	1 max	2 max	1 max	1 max
Kicking off the ground	Not permitted unless accidental	Not permitted unless accidental	Not permitted unless accidental	Not permitted unless accidental	Not permitted unless accidental
Out of bounds	From a kick, a free is awarded against the player who last kicked the ball. From hands, or if there is doubt the umpire shall call a ball up 10m in from the boundary	From a kick, a free is awarded against the player who last kicked the ball. From hands, or if there is doubt the umpire shall call a ball up 10m in from the boundary	Boundary throw in (where boundary umpires available)	From a kick, a free is awarded against the player who last kicked the ball. From hands, or if there is doubt the umpire shall call a ball up 10m in from the boundary	From a kick, a free is awarded against the player who last kicked the ball. From hands, or if there is doubt the umpire shall call a ball up 10m in from the boundary
Marking	Any distance, reasonable attempt	Any distance, shows control	10m, direct catch	Any distance, reasonable attempt	Any distance, shows control
Penalties	No distance penalty applies. Players can be ordered off at the umpire's discretion	10m penalty can be applied at umpires discretion. Players can be ordered off at umpires discretion	25m penalty applied at the umpires discretion. Players can be ordered off at umpires discretion	No distance penalty applies. Players can be ordered off at the umpire's discretion	10m penalty can be applied at umpires discretion. Players can be ordered off at umpires discretion
Deliberate out of bounds	✗	✗	✗	✗	✗
Deliberately rushed behind	✗	✗	✗	✗	✗
UMPIRES AND COACHES					
No. of field umpires	Club/Coach (1)	Club (1)	Association (1)	Club (1)	Club (1)
Goal Umpires	Club (2)	Club (2)	Club (2)	Club (2)	Club (2)
Boundary umpires	✗	✗	2	✗	✗
Coaches	On field	On field	Sideline	On field	On field

Matrix: http://www.aflq.com.au/wp-content/uploads/2015/03/Junior_Leagues_-_Laws_matrix_Queensland.pdf

11.4. ALFQ Junior Rules

The AFL Queensland State Junior Football Rules and Regulations can be found:

http://websites.sportstg.com/get_file.cgi?id=36385384

12. Appendix 3: Providing Care Checklist

In addition to applying that careful parent test (i.e. the way you would act with your own child), carrying out the following steps should assist you to be a competent, reasonable and prudent coach:

The following table^{iv} is a checklist for coaches to ensure appropriate care is provided to your players.

Provide a safe environment	Facilities and equipment must be safe for both the users and others involved in competition. Adverse weather conditions must also be taken into consideration during competition and training sessions.
Activities must be adequately planned	Impaired learning ability and injury may be the result of unplanned practice sessions. Using the appropriate progressions in teaching a new skill, especially potentially dangerous skills, is imperative.
Players must be evaluated for injury and capacity	Players with an injury or incapacity should not be expected to perform any potentially harmful activity. Players should never be forced to take part in any activity that they do not wish to. Individual differences must be taken into account.
Young players should not be mismatched	Young players should be matched not only according to age, but also height, weight and maturity. Skill levels and experience should also be considered.
Safe and proper equipment should be provided	Existing codes and standards for equipment should be met and all equipment should be kept in good order. It should always be adequately repaired so that it is safe to use at all times.
Players must be warned of the inherent risks of the sport	The inherent risks of any sport can only be accepted by the participants if they know, understand and appreciate those risks. In some situations, even such a warning may not be enough: for example, where young people are involved in a school-supervised activity.
Activities must be closely supervised	Adequate supervision is necessary to ensure the practice environment is as safe as possible. Each sport will have its own specific requirements in this regard.
Coaches should know first-aid	Coaches should have knowledge of basic emergency procedures and keep up to date on them. Coaches should know STOP (Stop, Talk, Observe, Prevent further injury) and RICER (Rest, Ice, Compression, Elevation and Referral) procedures for managing injuries. Coaches should have a written emergency plan and ensure that appropriate medical assistance is available. At the very least, coaches should ensure that nothing is done which could aggravate any injury.
Develop clear, written rules for training and general conduct	Many injuries are the result of fooling around in change rooms and training venues. Clear written rules should be developed for general conduct and behaviour in such situations.
Coaches should keep adequate records	Adequate records are useful aids to planning and are essential in all cases of injury. Record cards should be kept on all players, including relevant general and medical information and progress reports. Accident

reports (not diagnoses) should be made as soon as possible after each injury occurs.

13. Appendix 4: Coach Resources and Coach Development

13.1. Coach Accreditation

As stated earlier, coaches need to have completed or be enrolled in a course as well as holding a current Blue Card.

Information on the scheduling of these courses will be circulated by the club for coaches looking to complete or renew their accreditation. The club will fund the completion of these courses.

13.2. Coach Meetings

There will be a number of meetings throughout the season that coaches will need to attend:

1. AFLQ Coaches Meeting – mandatory for coaches and where credentials will be provided
2. Club Pre Season Meeting
3. Club Mid-Season Meeting
4. Club Post Season Meeting

13.3. Fixture Details

The league publishes the fixtures just prior to the season commencement. This is normally done in stages to allow for the adjustment to divisions within the teams.

The link to the draw can be found on the Wolves website http://websites.sportstg.com/club_info.cgi?c=1-3928-59020-0-0&a=TEAMS&#

13.4. Resource Library and Support

- AFL.com – accreditation database for coaching in the AFL also provides a resource library for skills, drills and the like
- Club Drills Bank – contained in the club house is a folder of drills collected from Wolves coaches. This is available for any coach to read and copy for use.
- Coach Coordinator and senior Coaches – the club has a number of coaches with a number of years' experience that are available to support and mentor when needed.
- Support Coaches – the club encourages coaches to work with each other for the benefit of the players development. This includes activities like having older age group coaches run sessions with your team or you joining or running training for older age groups. This can be enabled through talking to coaches directly or through the Coaching Coordinator.

13.5. Professional Development

There are a number of means available for coaches to maintain their currency in terms of technical knowledge, coaching trends and practices:

- Undertake the next level of accreditation.
- Attend The AFL National Coaching Conference.
- Enrol in specialised workshops, programs and seminars.

- Obtain and interact with a mentor.
- Read relevant journals, books and magazines.
- Use internet coaching sites.
- Personal observations and experiences.
- Establish contacts within universities.
- Network with other coaches.
- Participate on Facebook, Twitter and other useful social media.
- Conduct club coach workshops.
- Attend high level coaching sessions.

13.6. Drills banks – support skills development

- Junior Coaching Manual:
http://www.aflcommunityclub.com.au/fileadmin/user_upload/Coach_AFL/coaching_manual/2015_Junior_Coaching_Manual/AFL_Junior_Coaching_Manual_Section_01-05_2015_web_1_01.pdf
- Youth Coaching Manual:
http://www.aflcommunityclub.com.au/fileadmin/user_upload/Coach_AFL/coaching_manual/2012_Youth_Coaching_Manual.pdf
- Lesson Plans:
<http://www.aflauskick.com.au/lesson-plans/>

13.7. Other References

- AFL Community Site - aflcommunityclub.com.au.
- Sports Medicine Australia has developed a policy related to preventing heat illness in sport. These general safety guidelines available on the SMA website at sma.org.au.
- Sport Nutrition and Diet information and fact Sheets:
 - The Australian Institute of Sport Nutrition ausport.gov.au/ais/nutrition
 - Sports Dietitians Australia website sportsdietitians.com.au

14. Appendix 5: Guidelines for Interacting with Children



Everton Wolves (EDSC)



GUIDELINES FOR INTERACTING WITH CHILDREN

These guidelines are for coaches and other personnel to protect them from risk and to keep children safe. It is recommended that sporting organisations develop guidelines tailored to the needs and context of their sport

Maintain appropriate boundaries

- Coaches and other personnel in positions of authority should maintain clear:

Physical boundaries

- Use drills to develop fitness, not as a punishment
- Only use physical contact that is appropriate for the development of a particular skill and has the permission of the athlete
- Work within sight of others at all times

Emotional boundaries

- Use positive feedback on performance, not negative feedback about the person
- Be encouraging and avoid put-downs

Social boundaries

- Attend sport related events such as sponsorship and fundraising events, celebrations and annual meetings but do not socialise with athletes outside sporting functions
- Do not socialise with athletes via social media

Sexual boundaries

- Do not have sexual relationships with athletes you are coaching
- Do not touch athletes in ways likely to make them feel uncomfortable

Minimise physical contact

Generally, physical contact with players or participants should be to:

- Develop sport skills
- Give sports massage
- Treat an injury

- Prevent or respond to an injury
- Meet the specific requirements of the sport

All physical contact by personnel should fulfil the following criteria:

- Physical contact should be appropriate for the development of a sport skill/s
- Permission from the player or participant should always be sought
- Players or participants should be congratulated or comforted in public not in an isolated setting

Avoid being alone with a child

To protect yourself and the child from risk:

- Do not isolate yourself and a child and avoid being alone with any particular child
- If a child approaches you and wants to talk to you privately about a matter, do so in an open area and in sight of other adults (e.g. other coaches, officials or parents/guardians)
- Before going into change rooms knock or announce that you will be coming in. Try to have at least one adult with you in a change room with children

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15. Appendix 6: Club Codes of Behaviour

The Wolves Codes of Behaviour document outlines the expectations on those participating in football at the club. The following is extracted from the document:

15.1. Expectations of Wolves coaches^v

The club's Coaches Code of Behaviour is outlined below:

- Be reasonable in your demands on young players' time, energy and enthusiasm.
- Avoid over-playing the talented players, the just average players need and deserve equal time.
- Remember that children participate for fun and enjoyment.
- Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players.
- Take into consideration the maturity level of the children, when scheduling and determining the length of practice time and competition.
- Develop team respect for the ability of opponents as well as for the judgement of officials and opposing coaches.
- Follow the advice of a doctor/medical practitioner when determining when an injured player is ready to recommence training or competition.
- Keep yourself informed of sound coaching principles and the principles of growth and development of children.
- Create opportunities to teach appropriate sports behaviour as well as basic skills.
- Ensure that skill learning and appropriate sports behaviour have priority over highly structured competitions for young children.
- Help children understand the responsibilities and the implications of their freedom to choose between fair and unfair play.

15.1.1. AFL Coaches Code of Conduct

It is a requirement for coaches to be accredited with the AFL. In addition to completing one of the AFL's coaching accreditation courses, the Coaches Code of Conduct must be agreed. A copy is contained in **Error! eference source not found.** which needs to be signed and provided to the Coaching Coordinator.

15.2. Officials' Code of Conduct

The Official's Code of Behaviour is outlined below:

- Ensure that equal opportunity for participation in sports is made available to all children, regardless of ability, size, shape, sex, age, disability or ethnic origin.
- Ensure that rules, equipment, length of games and training schedules take into consideration the age, ability and maturity level of participating children.
- Ensure that adequate supervision is provided by qualified and competent coaches and officials capable of developing appropriate sports behaviour and skill technique.
- Remember that children participate for enjoyment and play down the importance of rewards.
- Provide clinics aimed at improving the standards of coaching and officiating, with an emphasis on appropriate behaviour and skill technique.
- Ensure that parents, coaches, sponsors, physicians and participants understand their responsibility regarding fair play.
- Modify rules and regulations to match the skill level of children and their needs.
- Condemn unsporting behaviour and promote respect for all opponents.
- Publicly encourage rule changes which will reinforce the principles of participants for fun and enjoyment.

- Ensure that your behaviour is consistent with the principles of good sporting behaviour.
- Make a personal commitment to keep yourself informed of sound officiating principles and the principles of growth and development of children.

15.3. Players' Code of Conduct

The Players' Code of Behaviour is outlined below:

- Play by the rules.
- Never argue with an official. If you disagree, discuss the matter with your coach after the game.
- Control your temper. Verbal abuse of officials or other players, or provoking an opponent is not acceptable.
- Work equally hard for yourself and/or for you team. Your team's performance will benefit and so will you.
- Be a good sport. Applaud all good plays whether they be by your team, opponent or other team.
- Treat all players as you would like to be treated. Do not interfere with, bully or take unfair advantage of another player.
- Co-operate with your coach, umpire, team mates and opponents. Without them there would be no competition.
- Play for the fun of it and not just to please parents and coaches.
- Avoid using derogatory language.

15.4. Spectators'/Parents' Code of Conduct

When players sign on, Parents/Guardians are asked to also sign to follow a code of conduct. This covers:

- Encourage children to always participate according to the rules;
- Never ridicule or yell at a child for making a mistake or if the team loses a game;
- Remember that children learn best by example - applaud good play by BOTH teams;
- Support all efforts to remove verbal and physical abuse from sporting activities;
- Recognise the value and importance of volunteer coaches;
- Remember that children play organised sports for fun. They are not playing for the entertainment of the spectators, nor are they miniature professionals;
- Condemn the use of violence in any form, be it by spectators, coaches, officials or players;
- Encourage players to follow the officials' decisions; and
- Demonstrate appropriate social behaviour by not using foul language, harassing players, coaches or officials. If you disagree with an official, raise the issue through the appropriate channels rather than questioning the official's judgment and honesty in public.

16. Appendix 7: Club Policies and Procedures

The ESDC has a number of policies and procedures that the coaches will need to be aware of and follow as well as providing information to assistants, parents/guardians or spectators. The following details the key ones:

Football Policy and Guidelines	
Minimum Age	The minimum age of any registered player must be prior to taking the field to participate in any match/fixture or competition shall be eight (8) years.
Player Registration	For insurance reasons, no player can train or play football unless they are registered
Attendance at training	Attendance at training is expected by players though it is recognised that there may be reasons why this is not always possible
Playing Up Policy	Players with capabilities beyond their age group may be play up an age group on an adhoc or permanent basis but player welfare is paramount and the club will not allow players to play up more than 2 age divisions.
Fielding Teams	The club will look to field at least one team in each age group - if there are not enough players in one age group to form a team, we will look to for those players to play in the next age group to ensure all players have the opportunity to play, subject to parents approval.
Divisions	The club will endeavour to nominate each team in Youth Football for a Division the suits the ability of the majority of the team. The division nominated should be challenging but not so difficult, that success is clearly unattainable.
Team Allocation	To maximise participation for teams, on match day coaches will look to ensure player time is shared equitably across all players and look to balance and share numbers with opposition to provide opportunity to play.
Team Selection	Maximum participation, giving equitable time to all players to develop and learn. If more than one team in a division, we do not support the most talented being placed in one team
Match Days	As a club we look to maximise participation for players for them to enjoy and grow. Club policy aims for minimum time on the field, despite bench numbers and working with opposition teams to balance up numbers when needed.
Finals Selection	The coach will have discretion around selection but, as with the Match Day policy, the aim as a club is to provide opportunity for as many players as possible to experience finals.
Helping Other Teams	Where a team is short of players, it is club policy that coaches will cooperate to ensure players eligible to play from other teams are invited to play.
Player Recognition	
Game Awards	Low-key to acknowledge contribution to the performance of the team.
End of Season Awards	Junior and Youth based policy around trophies and awards
Milestones	We want to recognise playing milestones as they occur during the season and at the awards night and the club will assist in tracking these.
Operational/Match Day Policies	

Ground Marshall	The Ground Marshall has a significant role on match days with the primary function to ensure safety for all players, coaches and officials and to ensure the codes of behaviour are followed.
First Aid Volunteers	In accordance with AFL policy, and in the interests of meeting community expectations for the provision of first aid services, all matches and training sessions involving junior and youth players must be attended by a qualified person.
Coach Selection, Development and Evaluation	
Appointment of Coaches	The appointment of coaches will be made by the Committee, based on the selection and recommendation of the Coaching Coordinator. Coaches need to hold a Blue Card to be appointed. They will also need to have achieved or be enrolled in a AFL Coaching Course
Coaching and Team Action Plan	It is recommended that both a Coaching and Team action plan are prepared early in the season. These plans will cover both the coach's development as well as that of the team being coached.
Mid-Season Review	The club will hold a mid-season review meeting with the coaches and the committee to review the clubs progress through the first half of the year, look at progress towards the broader club goals and respond to any issues that have been raised through the first half of the season.
Player Profile/ Assessment/ Evaluation	Evaluation of players is an important part of their progression, particularly when playing youth football to help both the player's development and the coach's planning and practices. The club has developed a Player Evaluation Form, aligned to the recommendation in the AFL Club Coaching Coordinator Handbook and should be completed at least at the end of the season to inform the coaching program for the following season
Coach Monitoring and Evaluation	An important part for the club in the development of coaches and their performance is for the coaching coordinator to conduct ongoing monitoring and evaluation of coaches. Monitoring should be conducted across the season with an evaluation discussion to take place during and at the completion of the season
Other Club Policies	
Child Protection at the Wolves	<p>The Wolves is committed to providing a sport and work environment free of discrimination and harassment (sexual or otherwise), where individuals are treated with respect and dignity, and where children are protected from abuse. We will not tolerate behaviour which constitutes abuse, discrimination or harassment under any circumstances and will take disciplinary action against anyone who breaches the Member Protection Policy.</p> <p>The Member Protection Policy aims to provide the best possible environment in which EDSC members, service providers and employees including volunteers can excel and discharge their responsibilities to ensure the peak performance of all teams, competitions and programs.</p>
Safe Sport	<p>Wolves promotes safe and enjoyable participation for all and provides ongoing education and training for members. The EDSC has developed the following sport safe policy areas.</p> <ol style="list-style-type: none"> 1. Infectious diseases 2. Medications 3. Sun Safety 4. Heat
Kids First Program	AFL Kids First is a program that has been designed for leagues and associations so that both they and their children obtain the maximum benefit and enjoyment from their participation.
Alcohol and Smoking Policies	The club follows AFL Queensland's Smoking and Alcohol policies to provide all members and visitors with a safe, healthy and challenging sports environment. The policies outline where consumption can take place and consequences.
Player Photos	The Club recognises the risk that posting information about a child on an Internet site or in a magazine or newspaper may be used to target children, or to be used and adapted for inappropriate and unlawful purposes.

	The Club assumes permission to record and reproduce media of players taken in the course of Club activities for promotion of the Club and unless informed otherwise, the Club will assume parents permit images and the name of their children to be used.
Coaching Tool Photos/Video	A number of tools exist to support training and diagnosis of technical issues for coaches. The club assumes permission from parents/guardians on the basis of player development but it is recommended coaches advise parents/guardians of the same.
Other Photography of Children	The club requires any person other than parents, guardians or club authorised persons to seek approval and adhere to the club policy in relation to photographs. Any infringements should be referred to the Ground Marshall.
AFL and Other Procedures	<p>In addition to the club procedures, the AFL has a series of procedures that govern the game and how the club, teams, officials and players need to behave. The key ones are:</p> <ul style="list-style-type: none"> • Procedure for Reported Players • Management of Reported Players • League Rules • Grievance Procedures <p>Details on AFL safety and other policies can be found at afl.com.au/policies. The Concussion Policy can be found at aflcommunityclub.com.au/index.php?id=66</p>

17. Appendix 8: Club Committee and Contacts

ROLE	NAME	CONTACT	EMAIL
President	Charles Tibbitts	0401 647 511	president@evertonwolves.com.au
Vice President	Chris Davies	0434 712 607	vicepresident@evertonwolves.com.au
Secretary	Samantha Nelson	0432 361 560	samsom.nelson@gmail.com
Treasurer	Corin Ness Wilson	0478 772 152	nicor03@optusnet.com.au
Registrar	Corin Ness Wilson	0478 772 152	nicor03@optusnet.com.au
Coaching Co-ordinator	Sean Doolan	0411 146 509	coaching@evertonwolves.com.au
Umpire Co-ordinator	Nick Elsey	0411 025 421	nicor03@optusnet.com.au
Auskick Coach	Lindsay Wilson		lindsay@finassure.com.au
Social Media Coordinator	Chris Davies	0434 712 607	evertonjuniors@aflbj.com
Equipment Manager	Nick Elsey	0411 025 421	nicor03@optusnet.com.au
Website address			www.evertonjuniors.aflq.com.au
Club email			evertonjuniors@aflbj.com
Newsletter Coordinator			

17.1. Coaches' and Team Manager Contacts

Details of the contacts for Coaches and Team Manager's will be circulated early in the season once positions are finalised.

18. Document History

Revision history

Version	Date	Author/editor	Description/Summary of changes
0.1	December 2017	Sean Doolan	Initial Draft
0.4	Feb 2018	Sean Doolan	Completed for formal review
0.6	March 2018	Sean Doolan	Updated from feedback from Charles Tibbett and Jamie Jones
1.1	Feb 2019	Sean Doolan	Updated training plan and contact information

Reviewed by

Version	Name	Position	Review date
0.4	Charles Tibbett	Vice President	5/3/2018
0.4	Jamie Jones	U15 Girls Coach	27/2/2018

Approvals

Version	Issue date	Name	Position	Approval date
1.0	19/3/2018	Charles Tibbett	Vice President	12/3/2018
2.0	12/2/2018	Sean Dolan	Coaching Coordinator	11/2/2018

ⁱ Youth Coaching manual - Coaching And The Law p 25

ⁱⁱ Auskick Role of Coach 2011

ⁱⁱⁱ Club Coaching Coordinator Handbook p 44-

^{iv} Youth Coaching Manual p26

^v Parents Handbook – Coaches Code of Behaviour