

**NZC**  
**WELFARE OF CHILDREN  
& VULNERABLE ADULTS  
GUIDELINES**

**2018**



# OVERVIEW

Safeguarding in cricket is based upon the concept of providing an enjoyable cricket environment tailored to the needs and requirements of Children and Vulnerable Adults.

Adults interacting with Children and Vulnerable Adults in sport are in a position of trust and influence. They should ensure that everyone is treated with integrity and respect and that the self-esteem of the person is enhanced. Everyone involved in delivering cricket, especially to Children and Vulnerable Adults, has a role to play in creating the best possible environment for them.

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**A Game for All –  
Creating a safe and  
fun environment  
for cricket**



# KEEPING CRICKET SAFE AND FUN

## New Zealand Cricket's Anti-Bullying Statement

NZC believes that every person in cricket, in every role and no matter what age, has the right to participate in an environment that is fun, safe and healthy, and to be treated with respect, dignity and fairness.

Bullying denies participants these rights and can result in feelings of disgrace, embarrassment, shame or intimidation. Bullying can also affect an individual's athletic performance, level of enjoyment, work or school life, academic achievement and physical and mental health.

Bullying can occur both on and off the cricket pitch and can involve players, parents, coaches, spectators or umpires.

NZC does not accept bullying within the sport and sees it as everyone's responsibility to implement and support anti-bullying within cricket

NZC has developed the following Codes of Conduct for parents/caregivers, players and coaches to help make cricket a safe and healthy environment.



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# PARENTS/CAREGIVERS/ GUARDIANS CODE OF CONDUCT

# 01

## Remember a child participates in cricket for their enjoyment, not yours.

Focus on the child's and the team's efforts over winning and losing

# 02

## Maintain high standards of integrity

- Encourage children to play within the spirit of cricket
- Be a good sport, understand that actions speak louder than words
- Be impartial, consistent and objective when it comes to your child's cricket

# 03

## Be a positive role model for your child

- Remember children learn the best by example so applaud good performance of both your child, their team and their opponents
- Encourage mutual respect of your child's teams mates and opponents
- Encourage your child to play within the rules and to respect officials and coaches

# 04

## Always recognise and respect the value and importance of volunteers.

- Refrain from any personal abuse towards officials and volunteers
- Remember they are people who give up their time to make the game happen for your child
- If appropriate offer a helping hand

# 05

## Respect the rights, dignity and worth of every person regardless of their gender, ability, ethnicity or religion

Every child deserves the right to have fun and enjoy cricket in an inclusive, safe and supportive environment. Maintain appropriate records.

# PLAYERS CODE OF CONDUCT

01

## Play for your own enjoyment

Work equally hard for yourself and your team mates.

02

## Treat everyone like you would like to be treated

Respect the rights, dignity and worth of every individual person as a human being

03

## Be a positive role model for cricket and act in a way that projects a positive image of you and your team

Applaud all good performances whether it's by your team or the opposition

04

## Maintain high standards

- Never argue with an umpire
- Verbal abuse of officials or sledging of players is not within the spirit of the gam

05

## Always recognise the value and importance of volunteers

Thank your umpires, coaches and the scorers.

# COACHES CODE OF CONDUCT

## REMEMBER YOUR PROFESSIONAL RESPONSIBILITIES AS A COACH

\*Further information on New Zealand Cricket coaches code of conduct is available on the nzc website.

# 01

### Treat everyone equally regardless of gender, ability, ethnicity or religion.

Respect the talent, development stage and goals of each player in order to reach their full potential

# 02

### Be a positive role model for cricket and players and act in a way that projects a positive image of coaching.

- Ensure the player's time spent with you is a positive experience.
- Be fair, considerate and honest with players

# 03

### Make a commitment to providing a quality service to your players.

- Provide players with planned and structured training programmes appropriate to their needs and goals.
- Understand that the development of players at any level is a long term process and this should not be sacrificed for short term gains.

# 04

### Maintain high standards of integrity.

- Operate within the laws of cricket and in the spirit of cricket, while encouraging your players to do the same.
- Refrain from criticism of other coaches, officials or players

# COACHES CODE OF ETHICS

## 01

### Respect the rights, dignity and worth of every individual player as a human being

- Treat everyone equally regardless of gender, disability, ethnic origin or religion.
- Respect the player, development stage and goals of each athlete in order to reach their full potential.

## 02

### Maintain high standards of integrity

- Operate within the laws of cricket and in the spirit of cricket, while encouraging your players to do the same.
- Advocate a sporting environment free of drugs and other performance-enhancing substances within the guidelines of the New Zealand Sports Drug Agency and the World Anti-Doping Code.
- Do not disclose any confidential information relating to players without their written prior consent.

## 03

### Be a positive role model for Cricket and players and act in a way that projects a positive image of coaching

- All players are deserving of equal attention and opportunities.
- Ensure the player's time spent with you is a positive experience.
- Be fair, considerate and honest with players.
- Encourage and promote a healthy lifestyle – refrain from smoking and drinking alcohol around players.

## 04

### Professional responsibilities

- Display high standards in your language, manner, punctuality, preparation and presentation.
- Display control, courtesy, respect, honesty, dignity and professionalism to all involved with the game. This includes opponents, coaches, officials, administrators, the media, parents and spectators.
- Encourage your players to demonstrate the same qualities.
- Be professional and accept responsibility for your actions.
- You should not only refrain from initiating a sexual relationship with a player, but should also discourage any attempt by a player to initiate a sexual relationship with you, explaining the ethical basis of your refusal.
- Accurately represent personal coaching qualifications, experience, competence and affiliations.
- Refrain from criticism of other coaches and players.

## 05

### Make a commitment to providing a quality service to your players

- Seek continual improvement through ongoing coach education, and other personal and professional development opportunities.
- Provide players with planned and structured training programmes appropriate to their needs and goals.
- Understand that the development of players at any level is a long term process and this should not be sacrificed for short term gains.
- Seek advice and assistance from professionals when additional expertise is required.
- Maintain appropriate records.

# GUIDELINES FOR WORKING WITH CHILDREN

As an adult, it is your responsibility to establish and maintain clear professional boundaries with children and young people in sport. The following protocols provide guidance to those working with children by outlining good practice and establishing boundaries in a range of situations.



**"Establish and maintain clear professional boundaries with children and young people in sport."**

All activities should be appropriate for the age and development of children

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Always act, and be seen to act, in the child's best interests

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Do not intimidate, bully, humiliate, threaten, pressure or undermine a child

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Never send children off to train unsupervised or out of sight

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Ensure that language is age appropriate when talking to children

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Ensure that filming or photography of children is appropriate

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Never shower, bathe or get changed in the same place as children

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If adults and children need to share a changing room, they must do so at different times

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Do not ask children to undertake personal jobs or errands

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Create a safe and open environment for children and vulnerable adults that also reduces the risk to staff and volunteers

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Avoid situations that would lead to questions being raised over motivations and intentions

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Avoid private or unobserved situations with a child. Always have another adult present or at least another player

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Ensure that all physical contact with children is relevant and appropriate to the activity being undertaken

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Do not engage in communication with a child on a one-on-one basis through social media, texting other than for relevant coach/athlete feedback or administration.

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Ensure that relationships with children clearly take place within the boundaries of a respectful relationship

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Do not do drink alcohol in the presence of children and never offer alcohol to children

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Never invite children back to your home

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If transporting children try to ensure there is another adult present or at least another child

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## COACHES

Coaches are, in so many ways the sport. They are the people children listen to, learn from and respect. A network of appropriately qualified coaches will assist in creating a safe environment and improve the coaching capability to inspire the hearts and minds of children and young people.

From 2018/2019 all coaches must possess a coaching qualification relevant to the level they are coaching. For more information visit <https://www.nzc.nz/community/coaches-corner>

## POLICE VETTING

**From 2018/2019 it is compulsory that all junior and youth coaches who have regular or overnight contact with children and youth are Police Vetted.**

Regular or Overnight Contact means the person has contact (other than merely incidental contact) with a child or children:

- overnight; or
- at least once each week; or
- on at least 4 days each month.

NZC wishes to emphasise this is not an attempt to identify or disqualify individuals with minor or irrelevant criminal records, either current or historic. On the contrary, the initiative is based on creating safer and more secure cricketing environments for both the children and vulnerable adults who might be involved, and for those charged with upholding a duty of care and responsibility.



**"THE INITIATIVE IS BASED ON CREATING SAFER AND MORE SECURE CRICKETING ENVIRONMENT..."**

# IDENTIFYING CHILD ABUSE

Children and Vulnerable Adults can be exposed to many forms of abuse, whether it be physical, sexual, emotional or neglect. All of these should be treated seriously and can occur anywhere.



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## PHYSICAL ABUSE

Physical abuse is a non-accidental act on a child or vulnerable adult that results in physical harm. This may include;

- Beating,
- Hitting
- Shaking

## SEXUAL ABUSE

Sexual abuse is any act or acts that result in the sexual exploitation of a child or young person, whether consensual or not. Sexual abuse does not always have to involve physical force or touching. For example, it may involve showing a child sexually explicit material, sending inappropriate text messages, or asking for nude photos. Some signs to look out for include;

- Age inappropriate sexual play or interest
- Sexually explicit drawings and descriptions
- Fear or reluctance to spend time with a certain person or in a certain place
- Reluctance to shower or get changed with others

## EMOTIONAL ABUSE

Emotional abuse is any act or omission that results in impaired psychological, social, intellectual, and or emotional functioning and development of a child or young person. Types of emotional abuse include;

- Continued criticism
- Humiliation
- Threats
- Inappropriate expectations
- Rejection, isolation or oppressions

## NEGLECT

Any act or omission that results in impaired physical functioning, injury, and/or development of a child or young person. Neglect consists of;

- Physical neglect
- Neglectful supervision
- Emotional neglect
- Medical neglect
- Abandonment

## SUSPICIONS OF ABUSE

Suspicions may be disclosed by a child or young person through verbal, behavioural, art work and relationships with others. When dealing with disclosure of child abuse ensure;

- Stay calm, be patient, keep voice low and gentle
- Don't question extensively
- Don't be too quick to fill silences
- Thank the child for telling you and say that you are there to help them
- Do not promise confidentiality
- Do not panic

## WHAT IF I AM WRONG?

Under the law any person who believes that a child has been, or is likely to be harmed, may report the matter to Oranga Tamariki on 0508 326 459 or the Police. Provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

# REPORTING SUSPECTED ABUSE

NZC appreciates that the appropriate method for reporting suspected child abuse may depend on the specific circumstances. However, as a general rule, the following steps ought to be taken in reporting suspected child abuse to the Statutory Authorities:

## 01

Observe and note dates, times, locations and contexts in which the incident occurred or suspicion was aroused, together with any other relevant information.

Reporting template can be found here: <https://www.nzc.nz/media/10359/welfare-of-children-vulnerable-adults-roc-form.pdf>

## 02

Where there are reasonable grounds for concern, report the matter as soon as possible to the Designated Person with responsibility for reporting abuse. If the Designated Person has reasonable grounds for believing that the Child has been abused or is at risk of abuse, s/he will make a report to the Ministry for Vulnerable Children to investigate and assess suspected or actual child abuse.

## 03

In cases of emergency, for example, where a Child appears to be at immediate and serious risk and/or the Designated Person is unable to contact a duty social worker, the Police should be contacted. Under no circumstances should a Child be left in a dangerous situation pending intervention by the Statutory Authorities.

## 04

If the Designated Person is unsure whether reasonable grounds for concern exist, s/he can informally consult with the relevant Statutory Authority. S/he will be advised whether or not the matter requires a formal report.

## 05

A Designated Person reporting suspected or actual child abuse to the Statutory Authorities should consider whether to first inform the family of their intention to make such a report. NZC does not recommend informing the family in circumstances where the parent or caregiver is the alleged perpetrator and where doing so may endanger the child, the Designated Person or others, or undermine an investigation.

## 06

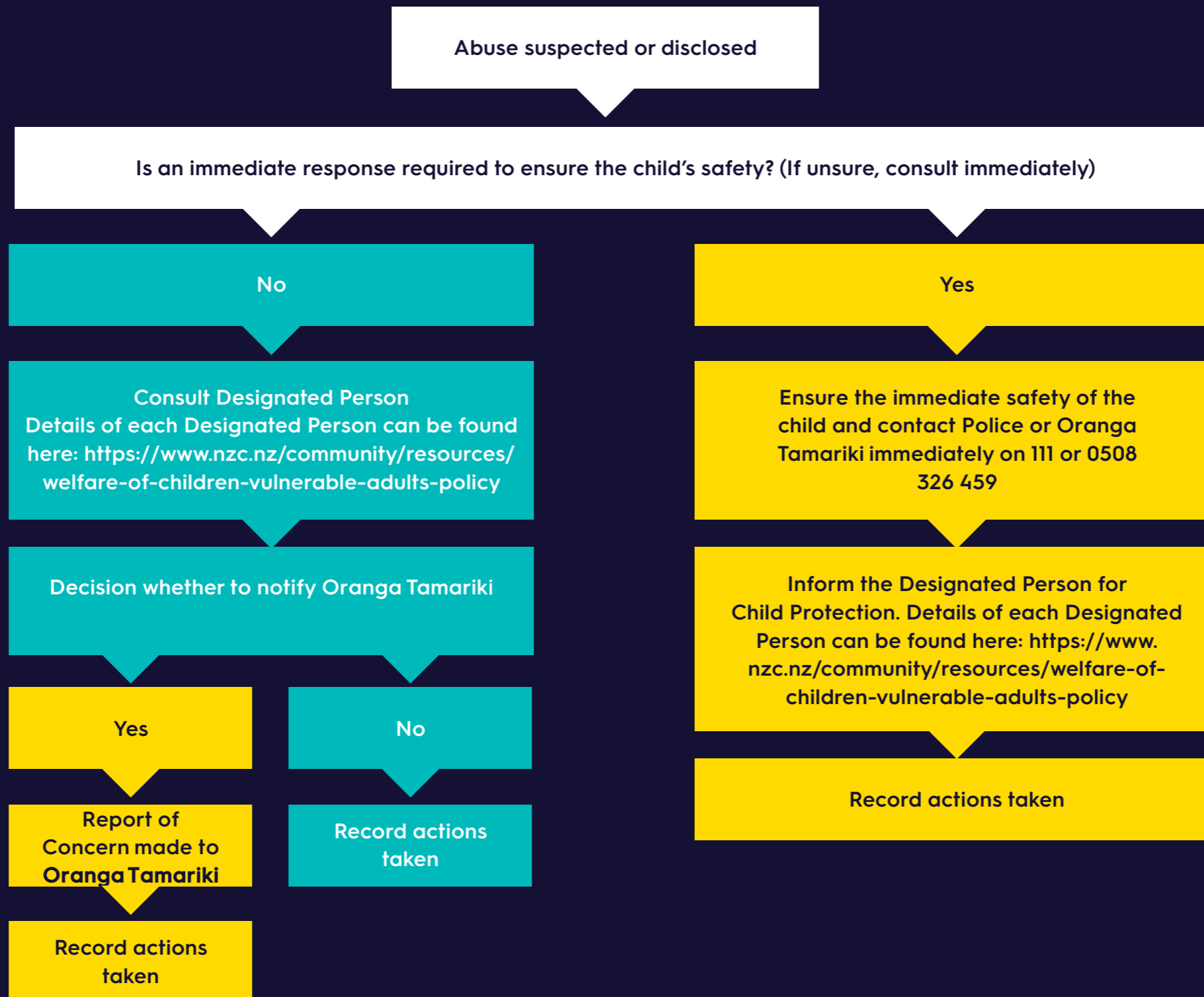
In instances where the Designated Person finds that s/he does not have reasonable grounds for reporting a concern to the Statutory Authorities, the person who raised the concern should be given a clear statement by the Designated Person of the reasons why s/he is not taking action. The person should be advised that if they remain concerned about the situation, they are free to consult with, or report to, the Statutory Authorities themselves.

## 07

The Designated Person should update the CEO/Chairman/General Manager of their organisation in relation to each report made to him or her and his or her decision in relation to each report (i.e. whether or not it has been reported to a Statutory Authority). The Designated Person may also consult with the CEO/Chairman/General Manager of their organisation if they are unsure about the appropriate action to take in any particular situation.

Designated Person Contact Details can be found here <https://www.nzc.nz/media/10580/designated-persons-contact-details.pdf>

# WELFARE OF CHILDREN & VULNERABLE ADULTS REPORTING FLOWCHART



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The NZC welfare of children and vulnerable adults guidelines is designed to help players, coaches, volunteers, officials, and teachers of cricket ensure the game is fun and safe, and accessible to all New Zealanders.

For more information and resources contact:

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