

KARTING (NEW SOUTH WALES) INC GUIDELINES FOR INTERACTING WITH CHILDREN

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.