



# Welsh Pétanque Association

## COACHING CODE OF CONDUCT

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# Welsh Pétanque Association

## Coaching Code of Conduct



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## Coaching Code of Conduct



### Coaching Code of Conduct

## 1. Introduction

Everyone involved at all levels of pétanque has a responsibility to promote and uphold the highest standards of behaviour in our sport.

The content of this Coaching Code of Conduct is an extension of, and should be used in conjunction with, our Member's Code of Conduct and applies to all Welsh Pétanque Association (WPA) Coaches.

Rights, Relationships and Responsibilities

Good coaching practice reflects the key principles outlined in the following sections.

## 2. Rights

### 2.1. Introduction

Coaches must respect and champion the rights of every individual to participate in sport and physical activity.

### 2.2. The Coach's Responsibilities

Coaches should:

- Create an environment where everyone has the opportunity to participate in their chosen sport or activity.
- Maintain an environment free of fear and harassment.
- Recognise the rights of all participants to be treated as individuals.
- Recognise the rights of participants to seek advice from other coaches and experts.
- Promote the concept of a balanced lifestyle, supporting the well-being of participants in and out of the sport.

### 2.3. The Coach's Behaviour

- Always treat all individuals with respect.
- Do not discriminate on the grounds of gender, marital status, race, colour, disability, sexual identity, age, occupation, religious beliefs or political opinion.
- Do not allow any form of discrimination to go unchallenged.
- Do not publicly criticise or engage in demeaning descriptions of others.
- Be discreet in any conversations about participants, coaches or any other individuals.
- Communicate with and provide feedback to participants in a way that reflects respect and care.

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### 3. Relationships

#### 3.1. Introduction

Coaches must develop a relationship with their participants (and others) based on openness, honesty, mutual trust and respect

#### 3.2. The Coach's Responsibilities

Coaches:

- Must not engage in behaviour that constitutes any form of abuse (physical, sexual, emotional, neglect, bullying).
- Should promote the welfare and best interests of their participants.
- Must avoid sexual intimacy with participants, either while coaching them or in the period immediately following the end of the coaching relationship.
- Must take action if they have a concern about the behaviour of an adult towards a child or vulnerable adult.
- Should empower participants to be responsible for their own decisions.
- Should clarify the nature of the coaching services being offered.
- Should communicate and cooperate with other organisations and individuals in the best interests of participants.

#### 3.3. The Coach's Behaviour

- Be aware of the physical needs of participants (especially at the developmental stage) and the needs of children and young people and ensure that training loads and intensities are appropriate.
- Ensure that physical contact is appropriate and necessary and is carried out within recommended guidelines (provided by governing bodies of sport) with the participant's full consent and approval.
- Do not engage in any form of sexually related contact or activity with any participant for whom you have responsibility. This extends to sexual innuendo, flirting or inappropriate gestures and terms. Coaches are in a position of power and trust concerning participants. By entering into an intimate/sexual relationship with a participant, a coach may be deemed guilty of abusing this position and, concerning children and young people, this may be unlawful.
- Inform parents/guardians immediately if you are at all concerned about the welfare of a child unless there are concerns that this would not be in the interests of the child.
- Know and understand the relevant governing body of sport or employer child protection/safeguarding policies and procedures and follow them.
- Follow the reporting procedures laid down by your club or employer if you have a concern – non-action is unacceptable.
- Arrange to transfer a participant to another coach if it is clear that an inappropriate or intimate relationship is developing.
- Discuss with parents/guardians and other interested parties the potential impact of the programme on the participant.

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- Respect participants' opinions when making decisions about their participation in their sport.
- Encourage participants to take responsibility for their development and actions.
- Allow participants to discuss and participate in the decision-making process.
- Discuss and agree with participants what information is confidential.
- Inform participants or their parents/guardians of the requirements of the sport or activity.
- Inform participants or their parents/guardians of any potential costs involved in accessing the coaching services on offer.
- Be aware of and communicate any conflict of interest as soon as it becomes apparent.
- Do not work with any other coach's participant without first discussing or reaching an agreement with both coach and participant.
- Identify and agree with participants which other experts or organisations could offer appropriate services.

## 4. Personal Standards

### 4.1. Introduction

Coaches must always demonstrate proper personal behaviour and conduct.

### 4.2. The Coach's Responsibilities

Coaches:

- Must be fair, honest and considerate to participants and others in their sport.
- Should project an image of health, personal hygiene and functional efficiency.
- Must be positive role models for participants at all times.

### 4.3. The Coach's Behaviour

- Operate within the rules and the spirit of your sport or activity.
- Educate participants on issues relating to the use of performance-enhancing drugs in sport and cooperate fully with UK Anti-Doping, UK Sport and governing body policies.
- Maintain the same level of interest and support when a participant is sick or injured.
- Display high standards in the use of language, manner, punctuality, preparation and presentation.
- Encourage participants to display the same qualities.
- Do not smoke, drink alcohol or use recreational drugs before or while coaching. This gives a negative image and could compromise safety.
- Display control, respect, dignity and professionalism to all involved in your sport or activity.

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### 5. Professional Standards

#### 5.1. Introduction

To maximise the benefits and minimise the risks to participants, coaches must attain an appropriate level of competence through qualifications, and a commitment to ongoing training to ensure safe and correct practice.

#### 5.2. The Coach's Responsibilities

Coaches should:

- Ensure the environment is as safe as possible, taking into account and minimising possible risks.
- Promote the safe and correct practice.
- Be professional and accept responsibility for their actions.
- Commit to providing a high-quality service to their participants.
- Actively promote the positive benefits to society of participation in sport and activity, including the contribution it makes to achieving improved health, well-being and educational outcomes for children and young people.
- Contribute to the development of coaching by exchanging knowledge and ideas with others, and by working in partnership with other agencies and professionals.
- Gain qualifications appropriate to the level at which they coach.

#### 5.3. The Coach's Behaviour

- Follow the guidelines of your governing body of sport or employer.
- Plan all sessions so they meet the needs of the participants and are progressive and appropriate.
- Maintain appropriate records of your participants' progress.
- Recognise and accept when it is appropriate to refer a participant to another coach or specialist.
- Seek to achieve the highest appropriate level of qualification available.
- Seek continuing personal development (CPD) opportunities to develop your coaching skills and competencies and update your knowledge.
- Be aware of relevant social issues and how your sport can contribute to local, regional or national initiatives.
- Actively participate in recruitment and education opportunities in your sport.
- Actively contribute to local, regional and national initiatives to improve the standards and quality of coaching both in your sport and sport in general.
- Work openly and transparently that encourages other coaches to contribute to or learn from your knowledge and experience.
- Use self-analysis and reflection to identify your developmental needs.
- Manage your lifestyle and coaching commitments to avoid the burnout that might impair your performance.
- Do not assume responsibility for any role for which you are not qualified or prepared.
- Do not misrepresent your level of qualification.

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- Promote good coaching practice in others and challenge any poor practice you observe.

### Reference:

Team, U. C. (no date) *UK Coaching - Code of Practice for Sports Coaches*. Available at: <http://www.ukcoaching.org/Resources/Topics/Guides/Code-of-Practice-for-Sports-Coaches> (Accessed: 5 July 2020).

Contravention of this Code of Conduct may lead to disciplinary action in accordance with the Association's Disciplinary Procedures.

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### 6. Appendix

Appendix 1 – Code of Ethics for WPA Coaches

WPA Executive Committee  
August 2020  
Review Date: August 2022



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### Appendix 1 – Code of Ethics for WPA Coaches

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### Code of Ethics for WPA Coaches



All coaches and members of the Coaching Commission agree to:

- Always conduct themselves to the highest levels of ethics, integrity, accountability and responsibility.
- Treat all participants with absolute dignity, confidentiality and respect as free and equal individuals.
- Create an agreement regarding the roles, responsibilities and rights of all parties involved with participants before the commencement of any activities provided by the Commission.
- Maintain the good reputation of the coaching profession in general and the Coaching Commission in particular.
- Comply with both the spirit and the letter of any agreements made with participants, potential participants, professional colleagues and the Coaching Commission.
- Keep appropriate and accurate records of your work with participants and ensure they will remain confidential, are stored securely and comply with GDPR requirements.
- Maintain professional boundaries with all participants.
- Represent true levels of status, title, competence and experience in order not to mislead, misrepresent or defraud.
- Clearly state to participants and potential participants the terms of any commercial agreement including the expectations of both parties.
- Be aware of and actively manage any power or status difference between the participant and coach that may be caused by cultural, relational, psychological or contextual issues.
- Make no claims or implications of outcomes that cannot be demonstrated or guaranteed.
- Monitor the quality of your work through feedback from participants and other appropriate professionals.
- Have qualifications, skills and experience appropriate to the needs of the participant. If not refer the participant to those who do, such as more experienced coaches, coaching supervisors, counsellors, mentors, or other specialist services.
- Respect the absolute rights of the participant's confidentiality except as expressly permitted by the participant in writing or as required by law.
- Avoid all conflicts of interest and give notice of such potential conflicts.
- Refrain from offering professional information or advice that you know to be confidential, misleading or where the accuracy is beyond your competence to assess.
- Endeavour to enhance public understanding and acceptance of coaching and the Coaching Commission.
- Hold responsibility for being aware of and setting clear, appropriate and culturally sensitive boundaries that govern interactions, physical or otherwise.
- Do not participate in any sexual or romantic engagement with a participant(s) or sponsor(s). Be mindful of the level of intimacy appropriate for the

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relationship. Where required to take appropriate action to address the issue or cancel the engagement.

- Be fit and healthy enough to practice. If not, you should stop until you are and, if necessary, your participants should be offered alternative support.
- Share skills and experience with fellow members and associates of the Coaching Commission to further increase the body of knowledge, skills, and competencies of such parties.
- Continually develop professionally in both the theory and practice of coaching.
- Respect all copyrights, agreements, work, intellectual property, and trademarks and comply with all laws covering such areas.
- Avoid coaching minors (people who have not yet had their 18th birthday) without the express written consent of parent, guardian, or teacher as appropriate.
- Respect the participant's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement. Be aware of any indications that the participant is no longer benefiting from the coaching relationship.
- Contact the Coaching Commission immediately if you find yourself in a situation which may create conflict, litigation, or bad publicity.
- Comply with all laws and by-laws of the UK and laws of the Country if coaching is carried out outside the UK.
- Ensure that all advertisements and promotional materials, whether verbal or written, are legal, decent, truthful, honest and in compliance with the requirements of the UK Advertising Standards Authority.

The challenge with working ethically means that coaches will inevitably encounter situations that require responses to unexpected issues, resolution of dilemmas and solutions to problems. This Code of Ethics is intended to assist those persons subject to the Code by directing them to the variety of ethical factors that may need to be taken into consideration and helping to identify alternative ways of approaching ethical behaviour.

A copy of this Code freely available upon request.

### Reference

*Code of Conduct & Ethics | The Coaching Academy* (no date). Available at: <https://www.the-coaching-academy.com/about/code-of-conduct.asp> (Accessed: 5 July 2020).

