



## Appendix 7.1 – Format for Disciplinary Committee’s Report

Below is a suggested outline of how to write up a report following a complaint. Additional information may be added to the format.

### **Complaint:**

State the nature of the complaint and individuals involved

### **Procedure:**

State

1. Who the Disciplinary Committee consisted of
2. Who the Disciplinary Committee met with
3. Any additional parties who the Disciplinary Committee met with/spoke to, for example the Health Board may have been contacted informally

### **Conclusion:**

Summarise the main findings from the above meetings and the final decision met by the Disciplinary Committee following these meetings

### **Sanctions:**

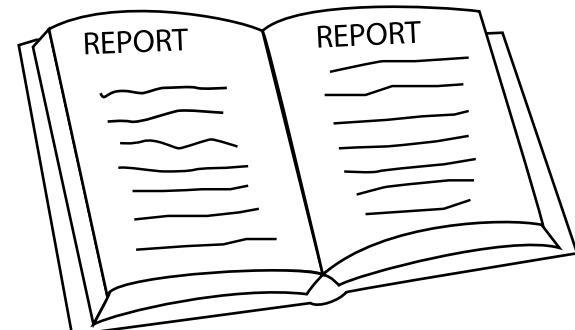
State any sanctions, which the Disciplinary Committee have imposed on any individuals as a result of the complaint

### **Recommendations:**

State any recommendations, which the Disciplinary Committee feel, are necessary to prevent such a complaint from reoccurring e.g. all club members involved with underage players attend a Child Protection course

### **Signature:**

All members of the Disciplinary Committee should sign and date the report





## Appendix 7.2 – Anti-Bullying Policy

*This is adapted from the Scout Association of Ireland's Child Protection Policy*

### What is Bullying?

Bullying can be defined as repeated aggression be it verbal, psychological or physical conducted by an individual or group against others.

It is behaviour that is intentionally aggravating and intimidating and occurs mainly in social environments such as schools, clubs and other organisations working with young people. It includes behaviours such as teasing ,taunting, threatening, hitting and extortion behaviour by one or more players against a victim

### How would you know if a player is being bullied?

All bullies operate using furtiveness, threats and fear. Bullying can therefore only survive in an environment where the victim does not feel empowered to tell someone who can help or in which it is not safe to do so. The following indicators are warning signs that a young person might be getting bullied

- Reluctance to come to a venue or take part in activities
- Physical signs (unexplained bruises, scratches, or damage to belongings)
- Stress-caused illness – headaches, and stomach aches which seem unexplained
- Fearful behaviour (fear of walking to a meeting, going different routes, asking to be driven)
- Frequent loss of, or shortage of, money with vague explanations
- Having few friends
- Changes in behaviour (withdrawn, stammering, moody, irritable, upset, distressed)
- Not eating
- Attempting suicide or hinting at suicide
- Anxiety (shown by nail-biting, fearfulness, tics)

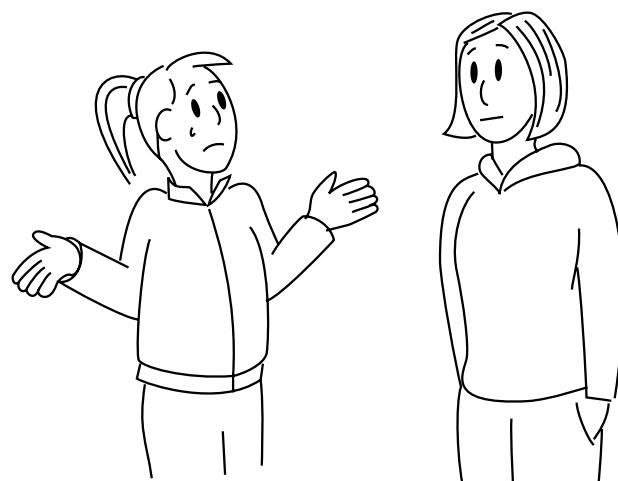
*There are other possible reasons for many of these indicators.*

### Who should deal with bullying?

While the more extreme forms of bullying would be regarded as physical or emotional abuse and are reported to the health board or An Garda Síochana, dealing with bullying behaviour is normally the responsibility of all Mentors within this club / organisation.

### How can it be prevented?

- Ensure that all members follow the code of conduct, which promotes the rights and dignity of each member
- Deal with any incidents as they arise
- Use a whole group policy or 'no-blame approach', i.e., not 'bullying the bully' but working with bullies and the group of young people, helping them to understand the hurt they are causing, and so make the problem a 'shared concern' of the group
- Reinforce that there is 'a permission to tell' culture rather than a 'might is right'
- Encourage young people to negotiate, co-operate and help others, particularly new or different people
- Offer victim immediate support and put the 'no blame approach' into operation
- Never tell a young person to ignore bullying, they can't ignore it, it hurts too much
- Never encourage a young person to take the law into their own hands and beat the bully at their own game
- Tell the victim there is nothing wrong with them and it is not their fault





## NO BLAME' APPROACH

### Step 1 – Interview with the victim

If you find that there has been an incident of bullying, first talk to the victim. At this stage find out who was involved and what the victim is now feeling. Try asking the following questions:

- Was it verbal or physical intimidation?
- How hurt is the victim
- Was it within his/her own peer group?
- Ensure the victim that his/her name will not come out in the investigation
- Actively listen

### Step 2 – Meet with all involved

Arrange to meet with all those involved; this should include some bystanders, those who may have colluded, those who joined in and those who initiated the bullying.

- Have a maximum of six to eight in the group – keep the number controllable
- Make a point of calling a 'special' meeting
- Ensure the severity of the topic is understood by all
- Speak only of the hurt caused in general terms with no reference to the victim
- Play on the conscience of all – ask questions like: How would you feel? Would you like it done to you?



Arrange to meet with all those involved; this should include some bystanders, those who may have colluded, those who joined in and those who initiated the bullying.

### Step 3 – Explain the problem

The distress being suffered as a result of the bullying incident is explained. At this stage the details of the incident or the allocation of the blame is not discussed. Explain the feelings of loneliness, feeling left out, rejected, laughed at. Try asking questions:

- Would they like it if it happened to them
- "Someone here in this group was bullied by someone within the group, what could we do to see it does not happen again?"
- Listen, watch out for reactions, and pick up on any without isolating anyone

### Step 4 – Share the responsibility

Explain what steps/controls may have to be introduced to prevent further incidents and how everyone will loose out as a result.

### Step 5 – Ask the group for their ideas

At this stage the group is encouraged to suggest ways that would make the victim feel happier. All positive responses are noted. Use phrases "if it were you" to encourage a response. Listen to all suggestions and note them.

### Step 6 – Leave it to them

Now the problem has been identified, solutions suggested, the problem is now handed over to the group to solve. Arrange to meet again in a week's time. Pass responsibility over to the group and give a time frame within which something must be done.

### Step 7 – Meet them again

Each member of the group, including the bully, discuss how things are going, who is doing what and have there been other incidents. This allows for continual monitoring and also keeps all involved in the process. Again enforce the idea of the 'team' looking after each other at regular intervals to ensure it is known that bullying or intimidating behaviour will not be tolerated.



## APPENDIX 7.3 – Grounds for Concern

Examples of reasonable grounds are:

1. a specific indication from a player that she has been abused
2. a statement from a person who witnessed abuse
3. an illness, injury or behaviour consistent with abuse
4. a symptom which may not itself be totally consistent with abuse, but which is supported by corroborative evidence of deliberate harm or negligence
5. consistent signs of neglect over a period of time

In some cases of child abuse the alleged perpetrator will also be a young person and it is important that behaviour of this nature is not ignored. Grounds for concern will exist in cases where there is an age difference and/ or difference in power, status or intellect between the children involved. However, it is important to distinguish between normal sexual behaviour and abusive behaviour. Persons unsure about whether or not certain behaviours are abusive and therefore reportable, should contact the duty social worker in the local Health Board or Social Services department where they will receive advice.

### Signs of Abuse

#### Physical Indicators

- Unexplained bruising in soft tissue areas
- Repeated Injury
- Black eye(s)
- Injuries to mouth
- Torn or bloodstained clothing
- Burns or scalds
- Bites
- Fractures
- Marks from implements
- Inconsistent stories, excuses relating to injuries

#### Behavioural Indicators

- Unexplained changes in behaviour
- Becoming withdrawn or aggressive
- Regressive behaviour
- Difficulty in making friends
- Distrustful of adults or excessive attachment to adults
- Sudden drop in performance
- Change in attendance pattern
- Inappropriate sexual awareness, behaviour or language
- Unusual reluctance to remove clothing
- Reluctance to go home





## APPENDIX 7.4 – Categories of Abuse

1. Neglect
2. Emotional Abuse
3. Physical Abuse
4. Sexual Abuse

### 1. Neglect

Neglect is normally defined in terms of omission, where a young person suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, or medical care. It may also include neglect of a young person's basic emotional needs.

Neglect usually becomes apparent in different ways over a period of time rather than at one specific point. For instance, a young person who suffers a series of minor injuries is not having her needs for supervision and safety met. The threshold of significant harm is reached when the young person's needs are neglected to the extent that her well-being and/or development is severely affected.



### 2. Emotional Abuse

Emotional abuse is normally to be found in the relationship between an adult and a young person rather than in a specific event or pattern of events. It is rarely manifested in terms of physical symptoms.

Examples of emotional abuse include

- Persistent criticism, sarcasm, hostility or blaming
- Where the level of care is conditional on her behaviour
- Unresponsiveness, inconsistent or unrealistic expectations of a young person
- Premature imposition of responsibility on the young person

- Over or under protection of the young person
- Failure to provide opportunities for the child's education and development
- Use of unrealistic or over-harsh disciplinary measures
- Exposure to domestic violence, adult mental health problems and parental substance misuse may expose children to emotional abuse

### 3. Physical Abuse

Physical abuse is any form of non-accidental injury that causes significant harm to a young person, including:

- Shaking, hitting or throwing
- Use of excessive force in handling
- Deliberate poisoning
- Suffocation or drowning
- Munchausen's syndrome by proxy (where parents/guardians fabricate stories of illness about their child or cause physical signs of illness)
- Allowing or creating a substantial risk of significant harm to a young person
- For young people with disabilities it may include confinement to a room or cot, or incorrectly given drugs to control behaviour
- Burning or scalding

### 4. Sexual Abuse

Sexual abuse occurs when a young person is used by another person for his or her gratification or sexual arousal, or for that of others. For example:

- Exposure of the sexual organs or any sexual act intentionally performed in the presence of a young person
- Intentional touching or molesting of the body of a young person whether by person or object for the purpose of sexual arousal or gratification
- Masturbation in the presence of a young person or involvement of the child in the act of masturbation
- Sexual intercourse with the young person, whether oral, vaginal or anal
- Sexual exploitation of a young person
- It may include non-contact activities, such as involving young people in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways



## APPENDIX 7.5 – Inclusion and Integration Strategy 2009 – 2015

In 2009 a dedicated team representing the GAA, Ladies Gaelic Football, Camogie, Handball and Rounders was tasked with examining the best practices in Inclusion and Integration in Irish sport and Irish society in order to develop a stand alone inclusion strategy for all organisations of the Gaelic Games Family.

The process included submissions from schools, clubs and individuals. These submissions identified challenges, successes and best practices from city, urban and rural contexts. The team also consulted with experts and representatives from more than 20 organisations and groups and many made formal submissions.

The strategy and specific targets were presented to the leadership of Ladies Gaelic Football, Camogie, Handball and Rounders and the proposals were adopted by each organisation.

The strategy has now been adopted as policy by all organisations and a set of accountable actions have been agreed at National, Provincial, County and Club level within each organisation.

The Gaelic Games family welcomes people of all nationalities, ethnicities, religions, ages and abilities into our sports.

Integrating children and young people with any form of disability into our games and other activities is a key component of the core values of each Association. All clubs and teams should be aware there are many ways in which the integration and greater involvement of disabled young persons in our games and other activities can be promoted and achieved.

It is recommended that all club or team personnel avail of any training in relation to Disability Awareness to ensure we can impact positively on the quality of life for disabled people and other marginalised groups.

Strategy is available for download from [www.ladiesgaelic.ie](http://www.ladiesgaelic.ie)



The Gaelic Games family welcomes people of all nationalities, ethnicities, religions, ages and abilities into our sports.



## APPENDIX 7.6 – Volunteer Charter

### VOLUNTEER CHARTER

# Supporting you, Supporting us!



**Ladies Gaelic Football Association will ensure that volunteers will be.....**

- ★ Appreciated and have their voluntary contribution recognised
- ★ Provided with supervision and support through a designated mentor system
- ★ Provided with safe working conditions and offered appropriate training for their specific role
- ★ Respected by all members of the Association
- ★ Enriched from their experience in a fulfilling and positive manner
- ★ Considered valuable members of the Association
- ★ Informed about, and given the opportunity to play an active part in the Association as a whole
- ★ Able to say 'no' and to leave without feeling guilty
- ★ Treated fairly and not to experience discrimination
- ★ Enlisted with meaningful duties and know what is expected from them in their role

**The Ladies Gaelic Football Association asks of volunteers.....**

- ★ To respect the values and aims of the Association as outlined in our Strategic Plan and Code of Ethics and Good Practice
- ★ To be reliable and committed to their role
- ★ To attend essential training and support sessions
- ★ To be honest if they are experiencing problems
- ★ To respect the confidentiality of the club and the Association
- ★ To treat all members, or people involved with or supporting the sport with respect and dignity

#### Becoming a volunteer.....

The Ladies Gaelic Football Association welcome people who are interested in volunteering on a regular, intermittent or on a one-off basis with any of the below skills:

Administration

Website design and maintenance

Fund-raising

Event organising

Project Management

Leadership

Journalism

Coaching

Refereeing

Supervision

First Aid

If you have a skill which is not listed and you feel the Association may benefit from it, please feel free to contact us also.

To learn more about volunteering or to become a volunteer for the Ladies Gaelic Football Association, please contact your nearest Club.

To find out your nearest club, please contact Paula Prunty, National Games Development Officer on (01) 8363156 or email: [paula@ladiesgaelic.ie](mailto:paula@ladiesgaelic.ie)

Ladies Gaelic Football Association  
Level 6, Cusack Stand Croke Park, Dublin 3  
Tel: (01) 8363156 Fax (01) 8363111  
Website: [www.ladiesgaelic.ie](http://www.ladiesgaelic.ie)

*Supporting you, Supporting us!*



## APPENDIX 7.7 – Charter against Racism in Sport

### Team up Against Racism

We, the signatories of this Charter, will endeavour to ensure that the activities of our organisations are conducted in a way that is free from discrimination, harassment or prejudice on the grounds of 'race', colour, ethnic or national origins, religious belief and membership of the Traveller community. In signing this Charter we recognise that racism deprives people of their basic human rights, dignity and respect.

The principles of this Charter are:

- To challenge racism in all its forms
- To work towards removing racism from sport
- To encourage our members, participants and spectators to reject racism
- To welcome participants and spectators from all nationalities and ethnic backgrounds
- To protect our members, participants and spectators from racial abuse and harassment
- To promote this Charter amongst our members, participants and spectators





## APPENDIX 7.8 – Sample Codes of Conduct for Under 10's and Under 12's

### Ladies Gaelic Stars

- Play for enjoyment and to be with our friends
- Make new friends on our team and other teams
- Promise to try our best to improve our skill to help our team mates
- Learn to play a game which should give us a lifetime of enjoyment
- Play fairly at all times
- Thank the referee for giving time to take charge of the game
- Promise to respect our opponents – even if we lose
- Shake hands with our opponents before and after the game

### Réaltaí Pheil na mBan

- Bain sult as an imirt agus bí led chairde
- Déan cairde nua ar an bhfoireann s'againne agus ar fhoirne eile
- Geall go ndéanfaimid gach dícheall ár scileanna a fheabhsú agus cabhrú lenár bhfoireann
- Foghlaim cluiche a thabharfaidh taitneamh dúinn ar feadh ár saoil
- Imir go cóir i gcónaí
- Gabh buiochas leis an réiteoir as an ról sin a chomhlíonadh
- Geall go mbeidh meas againn ar an bhfoireann eile – fiú má chaill muid
- Lámh a chroitheadh lenár gcéile comhraic roimh agus tar éis an chluiche





## APPENDIX 7.9 – Code of Ethics Information Evenings

### Who should attend?

This will depend on the size of your club and the number of players involved. A small club should aim to hold 1 night and invite the entire club as outlined below. A larger club may hold a separate evening for (a) the coaches, (b) the parents and (c) the players.

Ensure that Club Officers, mentors, coaches, parents of all underage players (including underage players on Senior teams), and anyone involved with juvenile players attend.

It is also good practice to invite your adult players as many of them will have underage players as team mates.

Invite your County Children's Officer to deliver a section of the evening. This is a beneficial way of introducing the County Children's Officer to your club.

### What will I need:

- Your Club's Code of Ethics
- The Ladies Gaelic Football Association's Code of Ethics and Good Practice
- Joint Code of Behaviour leaflets
- Copies of: Parents Registration Form  
Existing Mentors Form  
New Mentors Form  
Player's Code of Conduct

Get anyone in attendance that has not already filled out relevant forms to do so

### What areas should be covered?

1. Provide an **introduction to your Club**, outlining a brief history, number of teams, number of current mentors. Any other relevant information to parents, etc
2. Give the **main objectives of your Code**: to make our sport safe, fun and ensure that it is conducted in a spirit of fair play. Outline that the Code is in place to protect the players but also the Club and its mentors.
3. Discuss your **Codes of Conduct** for all relevant parties – players, mentors and parents. Outline that parents represent the club at all matches/functions.

### 4. General Guidelines

- Recruitment procedures – the club ensures that all safety precautions are adhered to.
- Supervision – no mentor works alone where possible and this is where parents play a key role in assisting the club with this guideline. Outline here key areas where parents can assist: travelling to matches, supervising in dressing rooms, assistance with training, handing out water bottles
- Travelling – outline the requirement of parents assisting with transport to matches
- Away trips and overnight stays – importance of parental support
- General Safety Guidelines – these should be specific to the club i.e. Health and Safety regulations of the GAA facilities, dressing rooms, clubhouse, etc and also outlining where players should be collected from, valuables brought to training, etc
- Photography and Filming guidelines – parental permission form
- Text Messaging – if the club uses text messaging as a means of communicating with players, this should be outlined to parents and a sample of the texts being sent shown to them. Some parents may opt to have the same message sent to them also.

### 5. How to make a Complaint

Keep this section simple and factual as the main aim is to let parents/mentors know there is a procedure and it is outlined in your Code of Ethics should any one require it.

### 6. Bullying Policy

This is a very important section. Parents should be made aware of the role they play in preventing bullying and creating an environment where a child will tell an adult if they are being bullied.

### 7. Training and Vetting

Advise where to get relevant Child Protection training. Provide information on the training available. Recommend that all those involved with juvenile players attend this course. Also outline the Vetting requirements of all those working with underage players.



## How to coordinate the evening

Time required: 1 ½ hours maximum

Venue: Club facilities – suitable room/hall, i.e. can provide a comfortable environment for the number invited to attend

Refreshments: Tea and Coffee refreshments is a good way to start/end the evening and is an opportunity to allow the club officials to meet the parents.

- It is recommended to hold the evening at the beginning of the year, in conjunction with your registration night. Finding a date that suits everyone will always be impossible and a good method of achieving full attendance is parents must attend to register their daughter and complete a parental permission form.
- Send out confirmation of the evening and generate awareness of the evening by putting up posters in the local shops/church. Use your club website also to advertise the evening.
- Contact The Ladies Gaelic Football Association for any literature required
- Allow time for questions and answers and feedback



## Sample Case Studies

### Small Club Information Evening

- Invited parents, mentors, players – juvenile and adult
- Invited guest player – Adult Inter-County Senior Player from a different County to speak to the players
- Held evening in conjunction with their Registration night – parents had to attend if wanted to register their daughters
- Parents were in one room of club house for the talk and registrations
- Children and coaches were in main hall with the guest player who gave a brief talk on training, nutrition, player code of conduct, alcohol, drugs, etc
- The evening was also used as a recruitment opportunity – the club highlighted different ‘duties’ e.g. supervision in dressing rooms, drivers for games, etc which were needed to ensure the club continued functioning. Parents volunteered on a rota basis.

### Large Club Information Evening

- Invited all parents of the juvenile section
- Held information evening on the Code
- Chairperson addressed the parents in relation to the Club policies regarding the Code
- Invited the National Children’s Officer to attend and address any concerns of the parents
- Requested all parents to sign the Parental Permission forms after the talk when parents were aware of what they were signing
- It ended as a social evening within the club
- All parents gave great feedback to the club who now hold an annual information/social evening



## APPENDIX 7.10 – Resources Available

A Code of Ethics Poster and copies of the Code of Behaviour Booklet are available by contacting:

National Children's Officer,  
Ladies Gaelic Football Association,  
Cusack Stand, Croke Park,  
Dublin 3. (01) 8363156

