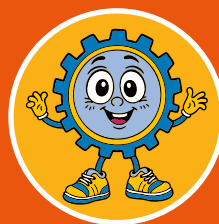




# PLAY TOGETHER

## Organising School Leagues and Tournaments

Building sustainable school sport programmes



Learn how to  
implement School  
Leagues and  
Tournaments



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**Designed for Educators**

This activity guide easily adapts to meet the unique needs of early childhood development, ensuring engaging and age-appropriate learning

*The Department of Basic Education has made a conscious effort to ensure that Physical Education is an essential part of the overall learning experience for learners.*

*Through the Curriculum and Assessment Policy Statement (CAPS), learners have access to Physical Education, as dedicated teaching time has been allocated within the timetable under the subject area of Life Skills or Life Orientation.*

# WELLNESS2LIFE WHERE EVERYONE BELONGS

***Making wellness visible, joyful  
and inclusive in every school.***

Wellness2Life is built on a simple promise: every learner matters, every movement counts, and every creative act is celebrated. Inclusivity is at the heart of everything we do, ensuring that learners of all abilities, backgrounds, and identities can participate fully and joyfully.

## What this guide offers

This guide has been developed to support educators in organising structured school sport activities, including leagues and tournaments, as part of the Play Together programme and broader school sport initiatives.

The activities are designed to be flexible and easy to implement within the Life Skills and Physical Education programme. Schools may adapt the activities to suit their available space, equipment, and number of learners.



## Our shared vision

- Schools become places where wellness is visible in daily routines.
- Educators feel empowered to adapt and include every learner.
- Learners grow in confidence, kindness, and resilience.
- Communities celebrate diversity and unity through play, creativity, and shared experiences.

***Together, we are building schools  
where everyone participates,  
everyone gets active, everyone  
gets creative, and everyone has  
fun.***

# TABLE OF CONTENTS

## PART 1: HOUSE SYSTEMS IN SCHOOL SPORT

|                                        |   |
|----------------------------------------|---|
| 1. Introduction to House Systems       | 5 |
| 2. Using House Systems in School Sport | 5 |
| 3. Steps of House Sytem implementation | 6 |

## PART 2: INTRA AND INTER SCHOOL STRUCTURES

|                                   |    |
|-----------------------------------|----|
| 4. Context                        | 10 |
| 5. Objectives                     | 11 |
| 6. Why have School Sports Leagues | 11 |

## PART 3: INTRA SCHOOL ACTIVITIES

|                                                            |    |
|------------------------------------------------------------|----|
| 7. A School Sport Policiy                                  | 12 |
| 8. Inter House Systems                                     | 13 |
| 9. School Leagues                                          | 13 |
| 10. Physical Education                                     | 16 |
| 11. Extra-Curricular Modified Sports Codes and Tournaments | 16 |

## PART 4: INTER SCHOOL ACTIVITIES

|                  |    |
|------------------|----|
| 12. Introduction | 17 |
| 13. Tournaments  | 17 |
| 14. Leagues      | 18 |

## PART 5: SCHOOL SPORTS POLICY

|                                                             |    |
|-------------------------------------------------------------|----|
| 15. What does the Schools Sports Policy Network consist of? | 20 |
| 16. Organising Committee                                    | 21 |

## PART 6: IMPLEMENTATION OF LEAGUES AND TOURNAMENTS

|                                               |    |
|-----------------------------------------------|----|
| 17. Overview                                  | 23 |
| 18. Various types of Leagues and tournaments  | 24 |
| 19 Knockout Competitions                      | 25 |
| 20. Consolation or Plate Event                | 25 |
| 21 The Pool System                            | 26 |
| 22. Selecting a League or Tournament Format   | 26 |
| 23. Basic Requirement of running a Tournament | 27 |

## PART 7: FIXTURES LIST

|                               |        |
|-------------------------------|--------|
| 24. Introduction and Examples | 28 -33 |
|-------------------------------|--------|

## PART 8: RULES AND REGULATIONS

|                           |         |
|---------------------------|---------|
| 25. Rules and Regulations | 34 - 36 |
|---------------------------|---------|

## PART 9: MATCH DAY

|               |    |
|---------------|----|
| 26. Match Day | 37 |
|---------------|----|

## PART 10: SCHOOL SPORTS AND PHYSICAL EDUCATION POLICY

|                                                 |         |
|-------------------------------------------------|---------|
| 27. School Sports and Physical Education Policy | 38 - 47 |
|-------------------------------------------------|---------|

# HOUSE SYSTEMS IN SCHOOL SPORT

## PART 1

### Introduction to House Systems

*Many schools use a house system as a way of organising learners into groups that participate together in school activities such as sport, cultural programmes and leadership initiatives.*

In a house system, learners are divided into different houses, often represented by colours, names or symbols. These houses allow learners from different classes and age groups to work together as a team, building a sense of belonging and school spirit.

House systems are commonly used in schools to organise sporting events such as athletics days, inter-house competitions and tournaments. By grouping learners into houses, schools are able to create structured participation opportunities while encouraging teamwork, cooperation and friendly competition.

Each house typically includes learners from different grades and classes. This helps to promote mentorship and teamwork between older and younger learners while strengthening relationships across the school community.

### House systems also support the development of important values such as:

- Teamwork and cooperation
- Leadership and responsibility
- Respect for others
- Pride in representing one's house

In the context of school sport programmes, house systems can be used to organise leagues, tournaments and festival events. Teams representing each house compete in structured activities, allowing schools to manage large numbers of learners while ensuring that participation remains inclusive and organised.

When used effectively, a house system becomes a powerful tool for building school spirit, encouraging participation in sport and creating a positive and supportive learning environment.

### Using House Systems in School Sport

House systems can help educators organise school sport activities in a structured way.

#### *For example*

- Learners represent their house during school leagues
- Houses compete in tournaments or festival events
- Points may be awarded for participation, teamwork and fair play
- Learners take pride in representing their house colours

Using house systems in sport programmes encourages wider participation and strengthens school identity.

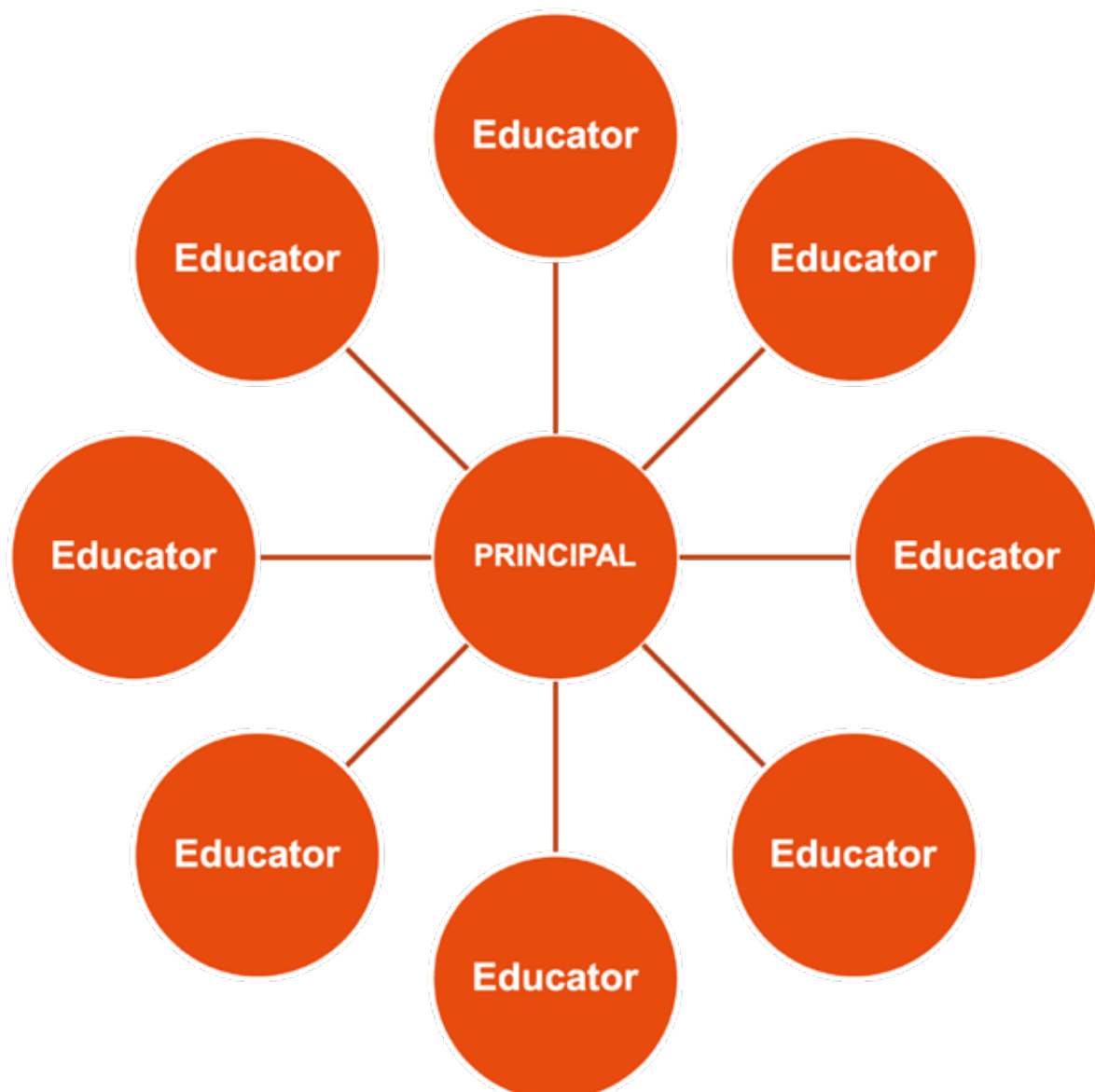
## Implementation of house systems continued

---

### Steps for the implementation of House Systems

#### **STEP 1** IMPLEMENTATION

**Initial introduction of the house system by principal to staff**



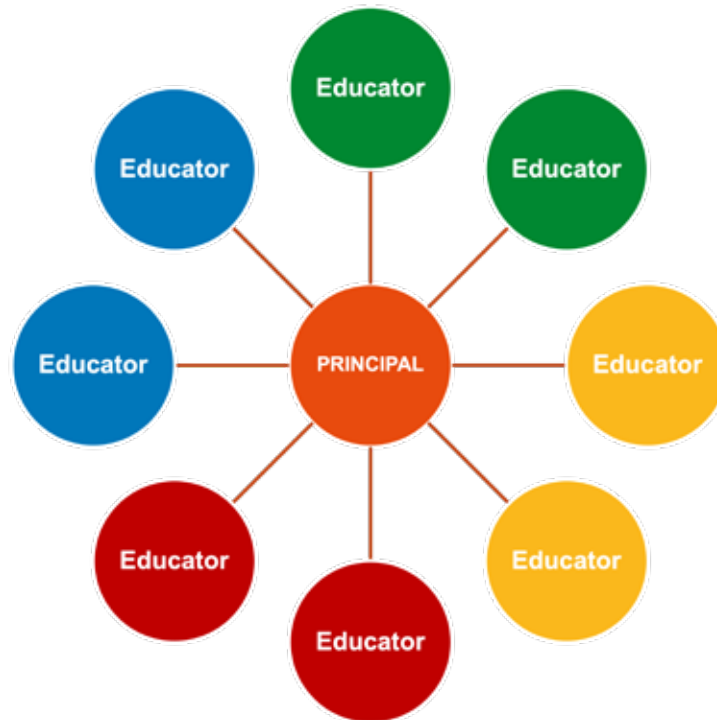
## Implementation of house systems continued

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### STEP 2 IMPLEMENTATION

- Principal selects educators and assign them to each house example: Red, Yellow, Blue and Green
- Principal divide the educators in different houses (Red, Yellow, Blue and Green)

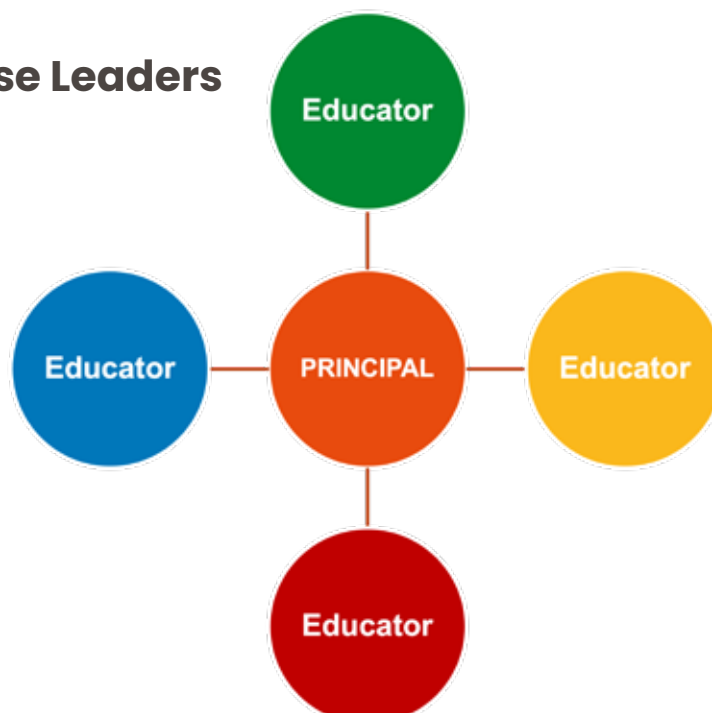
#### Principal and Team Leader Overview



### STEP 3 IMPLEMENTATION

- House leaders are elected by principal to manage and to take control of their respective houses that has been allocated to them.

#### House Leaders



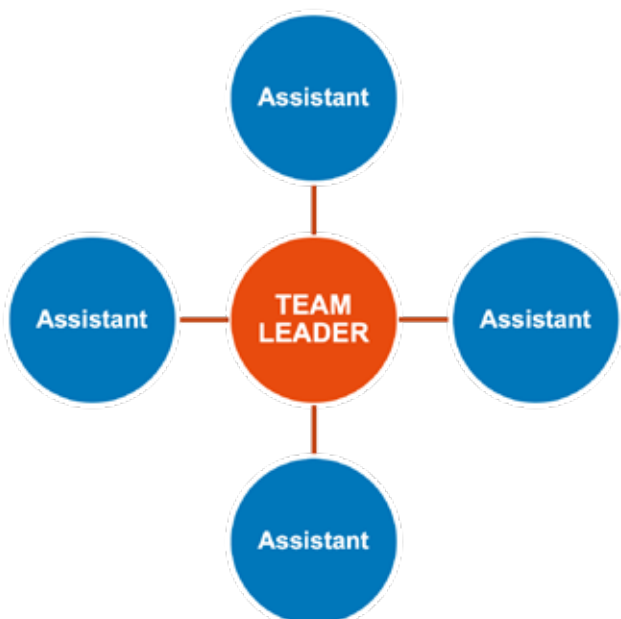
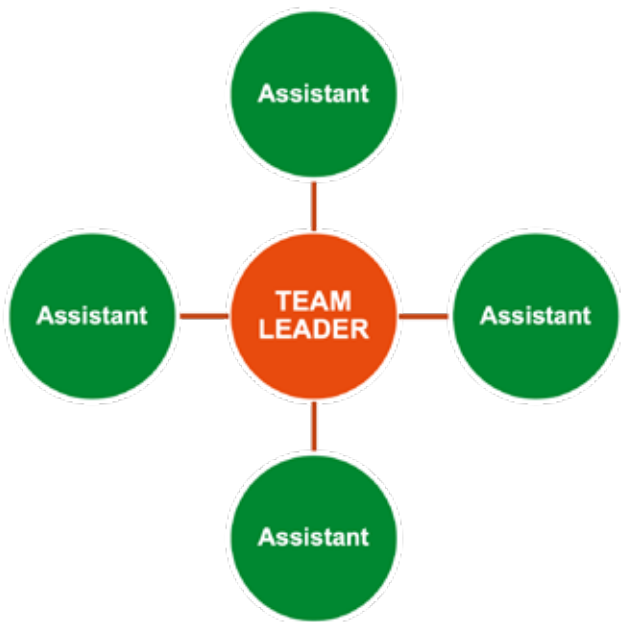
## Implementation of house systems continued

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### STEP 4 IMPLEMENTATION

#### Team Leaders and Assistants

- Assistants are elected by the TEAM LEADER to help and assist with age identification and house activities as well as keeping record of learners and managing their respective houses.

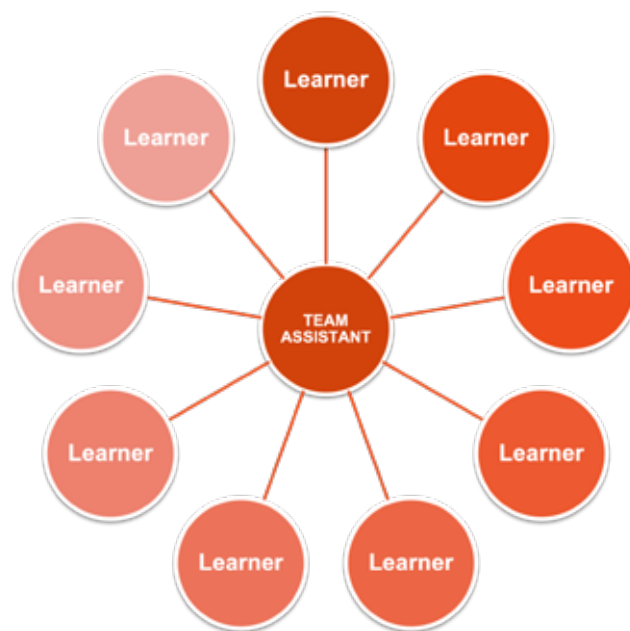


# Implementation of house systems continued

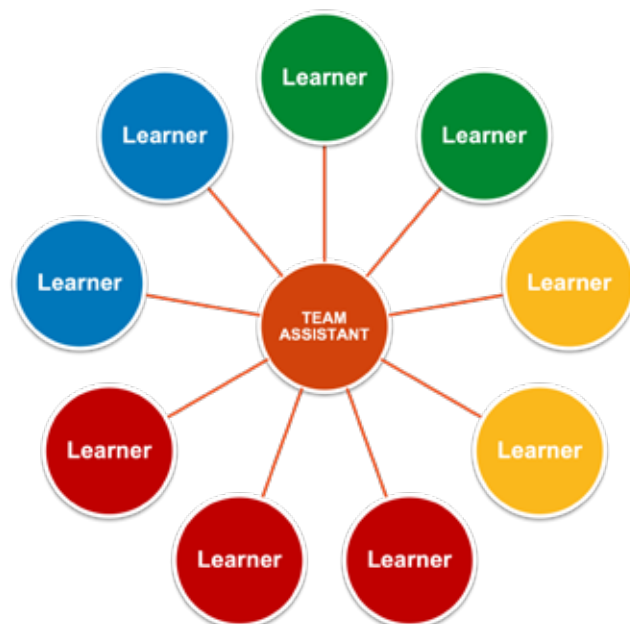
## STEP 5 IMPLEMENTATION

### Assistants in Class

#### CLASS BEFORE BEING DIVIDED IN HOUSES



#### CLASSES AFTER BEING DIVIDED IN HOUSES



- Each class per grade will be divided across the four houses by the House Assistant or House Team Leader.
- Learners will be allocated as evenly as possible into their appropriate age groups and activity codes by the House Assistant.
- Each house will nominate a House Captain (learner), who is elected by the Team Assistant.

- **In conclusion**, each learner will have been allocated to their respective house, age group, and activity, as illustrated in the diagram above reflecting the before-and-after grouping process.

# INTRA AND INTER SCHOOL STRUCTURES

## PART 2

### Context

*Physical education has evolved in response to societal needs and the objectives pursued by different civilizations and historical periods. Some civilizations have regarded physical education as a tool for war preparation, religious practices, recreation, leisure, health, sport, and competition.*

Today, physical education plays a crucial role in using physical activities as a medium for learning. In a physical education class, movement is no longer seen as a simple mechanical mobilization of the body but as a learning tool through which individuals express themselves and develop their personalities.

It would be a mistake to assume that physical education is solely focused on body movement or biological development. Instead, it should be seen as an educational medium where knowledge, habits, and skills help learners solve real-life challenges through enhanced creativity and engagement in physical activities.

Before 1994, when education in South Africa was still segregated by racial groups, physical education was compulsory in schools but was often not provided due to a lack of qualified educators, insufficient equipment, or the prioritization of subjects such as mathematics and science.

The absence of formal assessment further contributed to the neglect of physical education. In many schools, it was excluded from timetables, used as a homework period, or replaced with instruction in other subjects. Since curriculum transformation in the mid-1990s, physical education has no longer been recognized as a separate subject within the national curriculum.

The National Curriculum Statement (NCS) introduced a physical education component within compulsory learning areas for Grades R-9 and subjects for Grades 10-12. It was implemented incrementally across all grades.

Under the NCS, physical education was integrated into the life orientation curriculum, with a dedicated learning outcome.

Life orientation became one of eight compulsory learning areas for Grades R-9 and one of the fundamental subjects that all learners in Grades 10-12 must take as part of their seven-subject package for a National Senior Certificate. Physical education became a mandatory part of the school curriculum in South Africa by being included in life orientation from Grades R-12, with learner performance assessed, recorded, and reported—this included physical education.

However, many schools still lack qualified educators to teach this aspect of the curriculum. As a result, much like in the past, the physical education component often receives little attention, with schools prioritizing other life orientation components instead.

Additionally, most schools do not have the essential equipment and facilities for effective physical education implementation. The physical education component was allocated approximately 40 minutes for Grades R-9 and 60 minutes for Grades 10-12 within the life orientation curriculum every two hours of instruction from Grades R-12.

While this allocation is significantly below the global recommendation of at least two hours per week and does not allow learners to fully benefit from participation, the initial goal is to establish physical education at least once a week in all schools before expanding it into extracurricular school sports programmes.

The focus of physical education should primarily be on the development of motor skills, while extracurricular school sport should focus on motor skills application, facilitated through Sportsec.

## Intra and inter school structures continued

.....

*The DBE aims to ensure that all schools are provided with an opportunity to participate in school sport leagues. All learners should have the opportunity to engage in a variety of forms of physical activity, including sport.*

### Objectives

**The objectives of the school sport leagues are to:**

- Ensure that learners at all schools have the opportunity to participate in sport and develop sporting skills.
- Expose learners to a variety of sporting codes provided by the school.
- Create conditions for the development and nurturing of identified talent in specific sporting codes.
- Create a vibrant school sports code structure that is effective and properly managed.

### Why have school sports leagues?

- Increase general physical awareness, quality and quantity of physical activity within schools.
- Make learners physically literate and promote major health benefits.
- Increase awareness and interest in sport.
- Create exposure to different sporting disciplines.
- Improve confidence and competence in sports skills.
- Use sport (and activity) to promote positive youth development.
- Promote social cohesion and healthy life styles amongst learners.
- Reduction in risky behaviour (i.e. criminal activities, drug abuse).
- An equal opportunity to enable every learner to fulfil their potential.
- To foster pride and honour and ownership within the learners and educators.
- Use sport to turn schools into vibrant and stable institutions of learning.
- Identify and nurture talent from a young age.

### Further objectives

**To build and develop the capacity of:**

- All learners participating in the school sports programme.
- Educators, coaches, and community members to deliver high-quality school sports programmes that promote lifelong participation in sport.
- School sports managers to plan, rehabilitate, maintain, and manage infrastructure for sports activities.

The government has reintroduced sport leagues in schools to ensure that all learners have the opportunity to participate in school sports, creating conditions for talent identification and sports development.

**The leagues will be implemented at various levels:**

- Intra-school leagues
- Area or cluster festivals
- District festivals
- Provincial festivals
- National festivals

Schools must allocate time for sport within their weekly schedules. All schools are required to participate in school leagues, and no school or learner should be charged fees for programmes conducted under the school sport framework.

School governing bodies are responsible for determining the sporting codes offered by schools each year in alignment with prioritised codes.

When selecting a sporting code, it is essential to consider the needs and interests of both learners and educators. The availability of human resources and infrastructure also plays a critical role in this decision. Schools are encouraged to develop a school-based sport policy.

# INTRA SCHOOL ACTIVITIES

## PART 3

### A school's sport policy should

#### Ensure consistency in the provision of sport within the school.

- Clarify the roles, responsibilities, and rights of individuals involved in sporting participation and provision within the school.
- Provide skilled adult leadership that fosters social, emotional, intellectual, and physical development.
- Educators will be encouraged and trained to assist in coaching, managing, and supporting school sport.
- Schools should communicate clearly to their communities that they seek support from volunteers.
- Present sport to learners in a way that maximises participation, ensuring enjoyment, security, and satisfaction.
- Sport education and regular physical activity are integral components of the school's Health and Physical Education programme.
- All learners should be encouraged to take part in inter-class and inter-house programmes.
- A range of sporting codes should be introduced throughout the year.
- Provide frequent opportunities for learners to experience personal and group achievement in sport, increasing both the quality and quantity of physical activity delivery.
- Based on the participation pyramid model, frequent opportunities should be created for

inter-school and extra-mural sport.

- Learners participating in inter-school activities should be encouraged to represent their school in team and individual sporting disciplines, including inter-school tournaments and leagues.
- Promote the positive impact sport can have on learners' lives.
- Ensure educators, coaches, and volunteers have opportunities to stay up to date with teaching methods and best practices.
- Educators and coaches must understand their role as sporting role models and be encouraged to use their positions positively to promote sport.
- Educators, coaches, and volunteers should receive training to enhance their understanding of their role in learners' development.
- Encourage learners to take responsibility for their health by adopting a healthy lifestyle, rejecting harmful practices, and avoiding all forms of abuse.
- Develop strategies to identify and nurture sporting talent.

#### Practical Implementation of the School Sports Policy

- Compulsory Physical Education lessons must be scheduled every school week.
- Systems should be in place to enhance the delivery of physical activity, including:
  - Inter-house competitions.
  - Inter-class activities.
  - Extra-curricular programmes.

## Intra school activities continued

.....

### Inter-house system

**Learners are typically assigned to houses randomly, often to balance competition among the houses**

- In some cases, assignment is based on learners' social and emotional needs to enhance peer mentoring and ensure a supportive fit within each house.
- Traditionally, once a learner is assigned to a house, any younger siblings may automatically be placed in the same house upon entering the school. However, this practice varies between schools.
- A key feature of the house system is the appointment of house captains and, in some cases, house prefects, who hold limited authority within the house and assist in its organisation.
- In larger schools, house captains may be designated for each year group, with vice-captains appointed in the largest schools.

### Creating National Identity

If a school has six houses, it is recommended to select colours and names that reflect cultural and national identity of the South African flag or South African animals. For example:

- **Red House** – Lion
- **Black House** – Rhinoceros
- **Blue House** – Buffalo
- **Yellow House** – Elephant
- **White House** – Leopard
- **Green House** – Springbok

These names should be meaningful to learners, fostering a sense of pride and belonging.

In this example, the colours of the South African flag and iconic animals - including the 'Big Five' and the Springbok - are incorporated to strengthen national identity and cultural association.

### School leagues

#### Intra- and Inter-class or Grade Competitions

- ***The primary goal of this programme is to:***
  - Provide learners with opportunities to engage in physical activity.
  - Introduce learners to sport.
  - Offer a wide variety of sporting codes to encourage participation.
  - The emphasis is on inclusion, ensuring that all learners can take part in any sporting codes they show interest in.

#### Inter-school Leagues

- This programme is designed to further develop talented learners by offering opportunities to showcase their skills and compete against other schools.
- For the league to succeed, a comprehensive strategy with clear targets and indicators must be established to support capacity-building for administrators, referees, and coaches.
- To enhance participation, schools should develop partnerships with local stakeholders, such as municipalities, transport providers, and other relevant organisations.
- The school sport code structure must ensure fixtures are submitted on time and liaise with local media to regularly publicise results and rankings.

## Intra school activities continued

- Schools must register for participation according to timelines set by the relevant sporting code. This process is essential for proper planning, including fixture scheduling, facility allocation, and referee appointments.

### Dividing learners into houses

***Each class from Grade 0 to Grade 12 should be initially separated into boys and girls.***

- Learners within each class should then be grouped into as equal numbers as possible before being allocated to a house.
- Educators should also be assigned to houses, ensuring a balanced distribution of male and female educators where possible.

### Key considerations

***Maintain a documented record of which house each learner is assigned to.***

- Ensure that siblings are placed in the same house, especially when younger siblings enter Grade 0.
- When allocating new learners to houses, strive for a balanced distribution of boys and girls.

#### EXAMPLE OF TABULATED DOCUMENT FOR DIVIDING LEARNERS INTO HOUSES

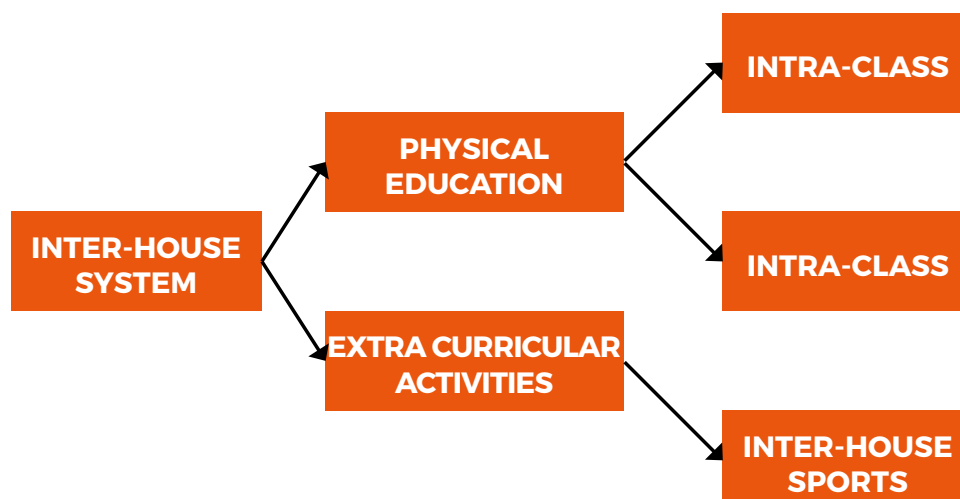
|              | BLACK HOUSE<br>Rhino |       | BLUE HOUSE<br>Buffalo |       | GREEN HOUSE<br>Springbok |       | RED HOUSE<br>Lion |       | WHITE HOUSE<br>Leopard |       | YELLOW HOUSE<br>Elephant |       |
|--------------|----------------------|-------|-----------------------|-------|--------------------------|-------|-------------------|-------|------------------------|-------|--------------------------|-------|
|              | Boys                 | Girls | Boys                  | Girls | Boys                     | Girls | Boys              | Girls | Boys                   | Girls | Boys                     | Girls |
| Grade R      |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 1      |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 2      |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 3      |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 4      |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 5      |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 6      |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 7      |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 8      |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 9      |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 10     |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 11     |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| Grade 12     |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |
| <b>TOTAL</b> |                      |       |                       |       |                          |       |                   |       |                        |       |                          |       |

## Intra school activities continued

### EXAMPLE OF A GRADE CLASS LIST WITH HOUSE ALLOCATIONS

| No. | Surname    | First Name | Gender | Age | House  | Year |
|-----|------------|------------|--------|-----|--------|------|
| 1.  | Balkwill   | Paige      | G      | U9  | Black  |      |
| 2.  | Batho      | Lerato     | G      | U9  | Blue   |      |
| 3.  | Covenden   | Mayuri     | G      | U9  | Green  |      |
| 4.  | Hollands   | Marguerite | G      | U9  | Red    |      |
| 5.  | Landelani  | Khosi      | G      | U9  | White  |      |
| 6.  | Pather     | Kemaya     | G      | U9  | Yellow |      |
| 7.  | Nadaula    | Emma       | G      | U9  | White  |      |
| 8.  | Niyaki     | Arina      | G      | U9  | Blue   |      |
| 9.  | De Almelda | Hanna      | G      | U9  | Blue   |      |
| 10. | Pratt      | Kiara      | G      | U9  | Red    |      |
| 11. | Singh      | Raina      | G      | U9  | Yellow |      |
| 12. | Smit       | Mieke      | G      | U9  | Black  |      |
| 13. | Dicthfield | Wayne      | B      | U9  | Red    |      |
| 14. | Harona     | Thabo      | B      | U9  | Green  |      |
| 15. | Mbuli      | Landa      | B      | U9  | Red    |      |
| 16. | Mulke      | Jaden      | B      | U9  | Yellow |      |
| 17. | Naidu      | Urish      | B      | U9  | Black  |      |
| 18. | Plumb      | David      | B      | U9  | White  |      |
| 19. | Rodzani    | Ndibuwo    | B      | U9  | Blue   |      |
| 20. | Sambaza    | Mutendi    | B      | U9  | Black  |      |
| 21. | Tharage    | Mukhethwa  | B      | U9  | Yellow |      |
| 22. | Vandenberg | Trent      | B      | U9  | Green  |      |

### USING THE INTER-HOUSE SYSTEM EFFECTIVELY



## Intra school activities continued

### Physical education lessons

**The inter house system can be used in all grades within the prescribed Physical Education curriculum as follows:**

- In every Physical Education Lesson, classes can participate in inter house competitions (intra class) thereby increasing competitive enjoyment and maximum participation.
- The class can be split into House Teams and compete in various activities such as relays and other team competitions.
- This can be followed up by the winning House in each Grade competing in an inter class competition.

### Extra-curricular – modified sports codes and tournaments

**In the intermediate and senior phase of the school, the inter house system can be utilised by competing in the various sporting disciplines.**

*The table below illustrates the use of the inter-house system*

| Foundation Phase                                                                                | Intermediate Phase                                                            | Senior and FET Phase                                                                                              |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Physical education – focusing on skills that support the school's various sporting disciplines. | Physical education<br>Modified sports codes<br>e.g. Mini soccer, mini netball | Physical education<br>Tournaments in the various sporting disciplines<br>e.g. Soccer, athletics, cricket, netball |

|                       |                                      |                                      |
|-----------------------|--------------------------------------|--------------------------------------|
| Maximum Participation | Maximum Participation and mini teams | Maximum participation and full teams |
|-----------------------|--------------------------------------|--------------------------------------|

#### **Example of using inter-house system**

- A simple relay activity in a physical education lesson can be used to its best effect by implementing the inter-house system
- Each class can be split into houses and they can race against each other in the relay discipline. This ensures each learner (as in example below) runs every 10th time on average, instead of every 40th time; thereby ensuring maximum participation

| Grade 4      | Class 1     | Class 2     | Class 3     |
|--------------|-------------|-------------|-------------|
|              | 40 Learners | 40 Learners | 40 Learners |
| Yellow House | 10          | 10          | 10          |
| Red House    | 10          | 10          | 10          |
| Green House  | 10          | 10          | 10          |
| Blue House   | 10          | 10          | 10          |

Now the best house from each class can race against each other in an intra-class competition.

# INTER SCHOOL ACTIVITIES

## PART 4

*The school sport continuum enables progression from fundamental movement skills in physical education to mass participation and inter-school leagues.*

### Introduction

Inter-school leagues are an integral part of extra-mural programmes offered by schools and should provide:

- Continuous learning opportunities
- Activities that reinforce and transfer skills developed during intra-school sports programmes

Structured sports programmes as part of extra-curricular activities, including a weekly session dedicated to inter-school league participation

### Implementing Inter-school Sports

To ensure successful implementation, schools should:

- Promote mass participation while maintaining equality and equity
- Recognise that participation often declines when transitioning from intra-school to inter-school sport and actively seek ways to counteract this
- Ensure inter-school sport contributes to the health and social wellbeing of the community by keeping learners engaged
- Empower and develop educators, coaches, volunteers, and learners through continuous training, involving as many educators as possible

### Tournaments

Organising leagues and tournaments is essential for the success of school sports programmes. Each sporting discipline should be accompanied by a structured league programme to generate enthusiasm, pride, and commitment among learners.

To effectively manage leagues and tournaments:

- They should be project-managed with responsibilities shared among stakeholders
- Each school should appoint a project chair supported by a dedicated committee
- Committee members should have clearly defined roles and responsibilities

### Key Considerations for Tournament Planning

- Start and finish times
- Match duration
- Number of fields required and team allocations
- Registration locations and timings
- Officials responsible for briefing coaches and teams on rules
- Awards ceremony arrangements
- Contingency plans for adverse weather conditions
- Reporting and documentation processes for evaluating and improving future tournaments

# Inter school activities continued

---

## Documentation and templates

Effective documentation and professionally structured paperwork are essential for smooth tournament management. Schools should customise templates to suit their specific needs.

Possible required documentation includes:

- School registration form
- Team registration form
- Change of players form
- Match results and scoring sheet
- Indemnity form
- Rules and regulations
- Tournament programme and schedule
- Information letters for parents
- Letters to potential sponsors

## Leagues

Inter-school leagues play a vital role in ensuring sustained participation in school sports programmes. Their ongoing nature facilitates weekly engagement in different sporting disciplines.

## Key Considerations for League Organisation

- Age groups should be catered for, from under-9 to open categories
- Fixtures should be distributed in advance, confirmed before each match, and adhered to
- The organising committee should include representatives from each school to ensure clear communication
- Rules and regulations should be discussed and agreed upon beforehand to maintain consistency and fairness

## Community of Schools

- For a School Sports Network to succeed, schools must work collaboratively.
- Each school in the network requires full buy-in from stakeholders, including the School Governing Body (SGB), principal, School Management Team (SMT), educators, learners, and parents.

### **For sustained success:**

- The network should be led by individuals who are passionate about creating dynamic and sustainable school leagues
- Systems must be implemented to ensure continuity, even if key committee members change over time
- Roles and responsibilities should be clearly defined

## Inter school activities continued

.....

- Schools must register for participation in various sporting disciplines
- Policies, rules, and regulations should be structured and agreed upon
- Dates and fixtures should be planned annually

### **CHECKLIST OF TASKS FOR INTER-SCHOOL TOURNAMENT**

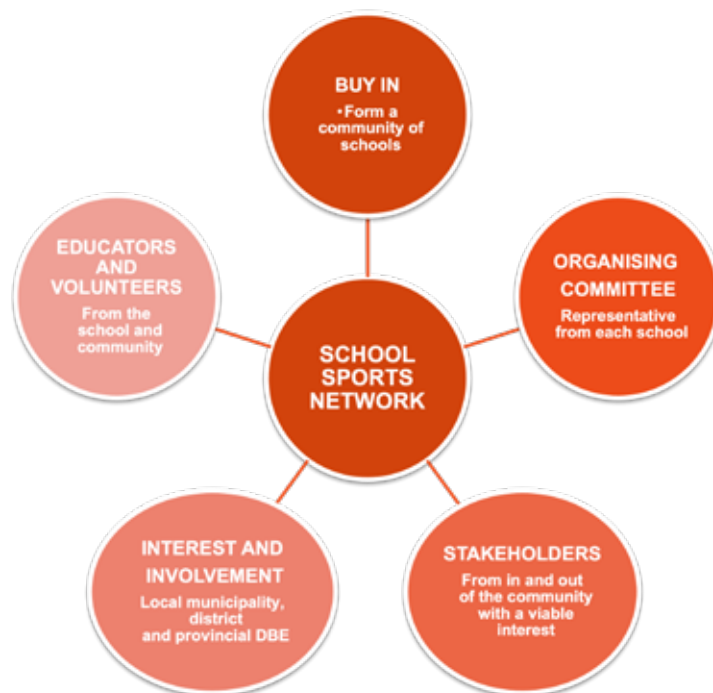
| Checklist of tasks for inter-school tournament |                     |                            |
|------------------------------------------------|---------------------|----------------------------|
| Tasks                                          | Who is responsible? | When should it be done by? |
| Form organizing committee                      |                     |                            |
| Write up tournament schedule and date          |                     |                            |
| Draw up budget                                 |                     |                            |
| Arrange sponsorship                            |                     |                            |
| Choose and book venue                          |                     |                            |
| Team invites                                   |                     |                            |
| Marketing and publicity                        |                     |                            |
| Equipment and ground marking                   |                     |                            |
| Refreshments                                   |                     |                            |
| Transport                                      |                     |                            |
| First aid                                      |                     |                            |
| Fixtures and rules                             |                     |                            |
| Officials                                      |                     |                            |
| Documentation                                  |                     |                            |
| Schedule of games                              |                     |                            |
| Results table                                  |                     |                            |

# SCHOOL SPORTS NETWORK

## PART 5

*A network of schools must collaborate to establish a successful School Sports Network.*

## What does the Schools Sports Network consist of?



## Community of Schools

A network of schools must collaborate to establish a successful School Sports Network.

- Each school within the network requires full commitment from key stakeholders, including the School Governing Body (SGB), principal, School Management Team (SMT), educators, learners, and parents.
- The success of the School Sports Network depends on passionate individuals willing to create dynamic and sustainable school leagues.
- To ensure longevity, effective systems must be implemented so that the programme remains stable even when committee members change.
- Roles and responsibilities should be clearly defined.
- Schools must register for participation in various sporting disciplines.
- Policies, rules, and regulations need to be structured and agreed upon.

***Annual planning should include setting dates and fixtures for sporting events.***

# School sports network (SSN) continued

.....

## Organising committee

- The School Sports Network must include at least one representative from each participating school to ensure commitment, ownership, and collaboration in sharing ideas and resources.
- The committee should be formally structured with designated roles, including a chairperson, secretary, treasurer, and other relevant positions.
- Each committee member should be assigned responsibilities according to their strengths and expertise.
- Members should pool available resources to strengthen the network. Some may have access to sponsorships, while others may have connections within the Department of Basic Education (DBE), significantly expanding the network's reach.

## Committee Responsibilities

- Budgeting
- Venues and fixtures
- Educator training and support
- Reporting back to schools' SCBs
- Organising and implementing sports leagues and tournaments
- Record-keeping and correspondence management
- Marketing leagues and tournaments
- Ensuring sustainability

## Stakeholders

A successful School Sports Network relies on collaboration among various stakeholders, including:

- Schools and educators
- The school sports network committee
- Learners
- Parents
- District and provincial DBE representatives
- Municipalities
- Sponsors
- Volunteers

Each stakeholder must be committed to creating a sustainable network that provides a safe, inclusive, and enriching sporting environment for learners. Encouraging participation in competitive and healthy activities can positively impact learners' development and future opportunities.

## Local Municipality, District and DBE Provincial Involvement

- Support from the local municipality, district, and provincial DBE is crucial, and their involvement should be as visible as possible. Schools must ensure alignment with DBE regulations and policies related to school sports.
- A well-structured and functional School Sports Network will be encouraged and supported by the DBE, making funding justification and acquisition more attainable. Schools should collaborate to pool funding for long-term success.
- Is there a strategy in place for pooling funds? Could a funding proposal be developed to guide schools? A proposal has been attached, which may offer assistance.

## School sports network (SSN) continued

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### Educators and Volunteers

- Educators and volunteers are invaluable to the School Sports Network and should be motivated by a shared vision of using sport as a tool for inspiration.
- Ongoing educator training is essential to ensure effective engagement across all levels—from intra-school activities to extra-mural and inter-school sports.
- Volunteers from the community should ideally undergo training, coaching, and referee courses to contribute effectively.
- Educators and volunteers must recognize that their commitment comes with responsibility and accountability.
- Educators from all participating schools should collaborate and pool their resources to help sustain the School Sports Network.

# IMPLEMENTATION OF LEAGUES AND TOURNAMENTS

## PART 6

### Overview

#### Session one (1 Hour)

- Introduction
- Various types of leagues and tournaments
- Selecting a league or tournament format
- Set times and dates
- Selection of venue/s
- Identifying participating teams
- Notifying teams and authorities
- Check existing events calendars

##### **Material**

- Basic requirements for running a tournament

#### Session two (1,5 Hour)

- Drawing up fixture list

##### **Material**

- Forming league fixtures, knockout, fixtures pool systems

#### Session three (1 Hour)

- Rules and regulations

##### **Material**

- Rules and regulations

#### Session four (1 Hour)

- Leagues administration - identifying various forms required for running leagues and tournaments

##### **Material**

- Team registration, match report, indemnity forms, school/team registration forms, re-register players, logs and press results

#### Session five – match day (1hr)

- Verification of players identity
- Media and circulation of results
- Ground staff
- Main station
- Grounds marked
- Nets and corner flags
- Referees, linesmen, officials and their roles

# Implementation of leagues and tournaments continued

---

## Various types of leagues and tournaments

The widely used competition structures are the:-

- League (Round Robin)
- Knock Out
- Pool System

### League (Round Robin) system

#### *What is the league system?*

The League System is when every team plays against every other team in the competition.

There are two types of league systems:

- Single league system
- Double league system

#### *Why is the league system used?*

It gives every team a fair chance to show its ability. A team does not get knocked out of the competition because of one bad game.

#### *When is a league system used?*

It is usually a seasonal competition organized by a central association or a sponsor of a competition.

However, it can be also be used in a very effective and informal way in an internal club or school competition or between clubs in your area.

#### *What is a single league system?*

A single league system is where every team plays every other team once.

#### *What is a double league system?*

This is when every team plays every other team twice; one match at home and the other at the ground of the opponents.

#### *How is a league or Round Robin competition organised?*

There are three main steps to organizing a league competition:

- **STEP 1** Determine the number of games
- **STEP 2** Arrange the fixtures
- **STEP 3** Record the league results

# Implementation of leagues and tournaments continued

---

## Knockout Competitions

### What is a knockout competition?

A knockout competition is a tournament format in which teams are eliminated from the competition after losing a match.

*There are two types of knockout competitions:*

- **Single elimination:** Teams are eliminated after one loss.
- **Consolation elimination (plate event):** Teams that lose in the first round continue to compete in a separate bracket.

### Why use a knockout competition?

Knockout competitions quickly determine the winning team, as half of the teams are eliminated in each round.

When is a knockout competition suitable?  
A knockout format is useful when:

- There are a large number of teams.
- The competition must be completed within a short time (e.g. a single afternoon or day).
- There are limited playing fields.
- Time constraints exist.
- The format aligns with sponsor requirements.

## The Consolation or Plate Event

### What is a plate event?

A plate event is a secondary competition for teams that lose in the knockout rounds, providing them with additional playing opportunities.

### Why have a plate event?

A plate event ensures each team plays at least two matches, which is particularly valued by teams that have travelled long distances for the tournament. Without a plate event, a team could lose its first match and have no further participation.

For knockout competitions, it is advisable to prepare a draw sheet in advance, determining the number of matches and byes before conducting the draw, with clubs present during the process.

# Implementation of leagues and tournaments continued

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## The Pool System

The pool system combines elements of a round robin and a knockout competition.

### Advantages

- Can accommodate a large number of teams.
- Used in international events such as World Cup qualifiers.

### Disadvantages

- The final outcome may not always reflect the true competitiveness of the event, as not all teams play against each other.
- Teams may not have equal participation opportunities due to uneven numbers in each pool.

### Phases of the Pool System

- **Phase 1:** Round Robin Teams are divided into pools based on the number of entrants and the available time. The final rankings in each pool are determined after round robin matches.
- **Phase 2:** Play-offs Between Pools Different play-off systems exist, but the most common format is for the top two teams in each pool to advance to the semi-finals. The winners of the semi-finals compete in the final to determine the overall tournament champion.

## Selecting a League or Tournament Format

### Factors to Consider

- The duration available for the tournament.
- The number of participating teams.
- The availability of venues.

### Setting Times and Dates

- When scheduling the league or tournament, consider:
  - The duration of each match.
  - Conflicts with existing event calendars.
  - Possible clashes with school exams.
  - Venue availability.

### Selection of Venue(s)

The choice of venue should be based on:

- The number of participating teams.
- The number of fields required.
- Transport availability for participants and officials.
- Venue accessibility and permission for use.

### Identifying participating teams

- Notifying teams and authorities
- Ensure that you notify all relevant authorities, including:
  - School principals
  - Municipality
  - Department of Sport and Recreation
  - Relevant associations. eg. SASFA
  - Police
  - First aid

# Implementation of leagues and tournaments continued

---

## Check existing events calendars

- Always make sure that the dates you set for your tournament or league do not clash with any other similar event
- Check events calendars of participating schools/clubs, local and regional associations (e.g. SAFA)

## Basic requirements for running a tournament

- Contact DBE regional and district offices
- Contact schools principals
- Contact various authorities, municipal, wards, SAFA, Department Sports and Recreation, police and first aid
- Fixture lists
- Venue confirm / get permission
- Notify competing teams, of venue, fixtures, times and dates
- Team registration forms / hand out/collect
- Match report forms hand out
- School details
- Indemnity forms to be handed out / collected
- Rules and regulations / decide on format
- Transport quotations if required
- Team registration on match day
- Results sheets
- Manning results table and collecting results
- Referees / linesmen. SAFA
- Notify sports bodies / education department / sports and recreation department, if required

- Check with schools and department so as dates don't clash
- Ensure field / courts are marked and are playable
- Check that corner flags / nets are available
- Contact persons / managers for each team, get their contact details
- Verified copies of players identity documents / birth certificates / cards
- School registration number and details of each player.
- Results to be circulated to schools / clubs participating and media

# FIXTURES LIST

## PART 7

### Overview

Assign each team a number, which can be converted into names once the fixture table has been drawn up.

- In the case of there being an odd number of teams always work to the next even number
- Draw a table with columns (top to bottom) representing the number of weeks in which the league will be played and rows (left to right) representing the number of matches to be played per week. The number of matches is determined by the total number of teams divided by two. The number of weeks is determined by the total number of teams minus one.
- Always place team number one first on the left hand side in the entire "MATCH 1" row. The left hand side of the "WEEK 1" column is filled with numbers from one, and moving up in sequence until the entire left hand side of the column is full.

- Proceed by selecting numbers from the clock in an anti-clockwise sequence (left to right on the table).

**TABLE 1. (8 TEAMS)**

|         | Week | Week | Week | Week | Week | Week | Week |
|---------|------|------|------|------|------|------|------|
|         | 1    | 2    | 3    | 4    | 5    | 6    | 7    |
| Match 1 | 1 vs | 1 vs | 1 vs | 1 vs | 1 vs | 1 vs | 1 vs |
| Match 2 | 2 vs |      |      |      |      |      |      |
| Match 3 | 3 vs |      |      |      |      |      |      |
| Match 4 | 4 vs |      |      |      |      |      |      |

### Example of Clocks (8 Teams)

- Draw a clock with the highest numbered team at twelve o'clock. Then, anti-clockwise, decrease team numbers from highest to lowest. Always leave out number one because number one is always included in the first row of the table.
- Use the clock to guide you as you determine the sequence of matches, rotating the number of entries anti-clockwise.
- Starting with match one of each week, the highest numbered team verses team number one.



## Fixtures List continued

**TABLE 2 (8 TEAMS)**

|         | Week<br>1 | Week<br>2 | Week<br>3 | Week<br>4 | Week<br>5 | Week<br>6 | Week<br>7 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Match 1 | 1 vs 8    | 1 vs 7    | 1 vs 6    | 1 vs 5    | 1 vs 4    | 1 vs 3    | 1 vs 2    |
| Match 2 | 2 vs 8    | 8 vs 7    | 7 vs 6    | 6 vs 5    | 5 vs 4    | 4 vs 3    | 3 vs 2    |
| Match 3 | 3 vs      |           |           |           |           |           |           |
| Match 4 | 4 vs      |           |           |           |           |           |           |

**TABLE 3 (8 TEAMS)**

- For numbers that go on right hand column, use the same method but work from top to bottom.

|         | Week<br>1 | Week<br>2 | Week<br>3 | Week<br>4 | Week<br>5 | Week<br>6 | Week<br>7 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Match 1 | 1 vs 8    | 1 vs 7    | 1 vs 6    | 1 vs 5    | 1 vs 4    | 1 vs 3    | 1 vs 2    |
| Match 2 | 2 vs 8    | 8 vs 7    | 7 vs 6    | 6 vs 5    | 5 vs 4    | 4 vs 3    | 3 vs 2    |
| Match 3 | 3 vs 6    |           |           |           |           |           |           |
| Match 4 | 4 vs 5    |           |           |           |           |           |           |

**TABLE 4 (8 TEAMS)**

- Proceed with this process until table is complete. Double check for clashes.
- Remember: when you reach number two, you skip number one. The highest number in the clock will follow. (refer to clock diagram)

|         | Week<br>1 | Week<br>2 | Week<br>3 | Week<br>4 | Week<br>5 | Week<br>6 | Week<br>7 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Match 1 | 1 vs 8    | 1 vs 7    | 1 vs 6    | 1 vs 5    | 1 vs 4    | 1 vs 3    | 1 vs 2    |
| Match 2 | 2 vs 7    | 8 vs 6    | 7 vs 5    | 6 vs 4    | 5 vs 3    | 4 vs 2    | 3 vs 8    |
| Match 3 | 3 vs 6    | 2 vs 5    | 8 vs 4    | 7 vs 3    | 6 vs 2    | 5 vs 8    | 4 vs 7    |
| Match 4 | 4 vs 5    | 3 vs 4    | 2 vs 3    | 8 vs 2    | 7 vs 8    | 6 vs 7    | 5 vs 6    |

**Table 5. (8 Teams)**

- You may now convert the numbers back into team names as assigned in step one.

# Fixtures List continued

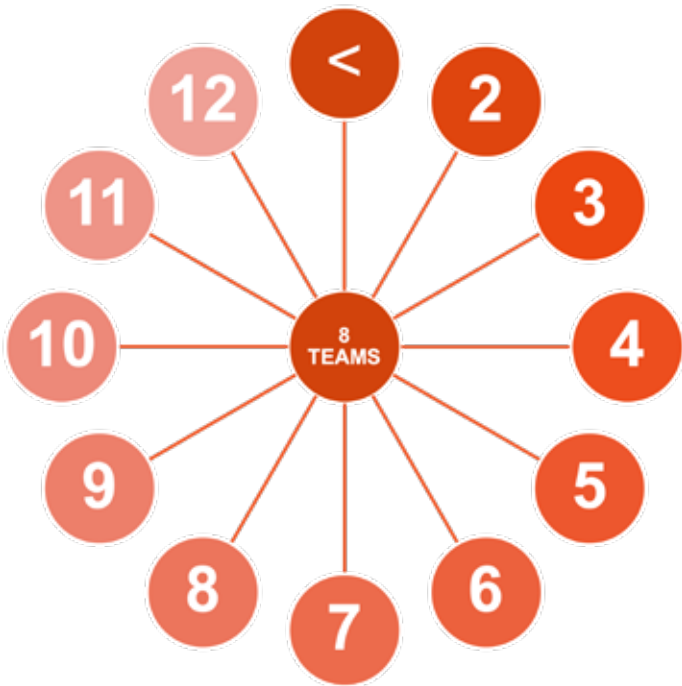
## More examples

### 11 teams

Here is an example of a league that has an odd number of teams. On the table below, team number 12 is a bye (non-existent). Each team drawn against this team will not be playing on that day/week. So there will actually be 5 matches instead of six, each day/week.(see below)

|         | Week        | Week         | Week        | Week        | Week        | Week        | Week         | Week        | Week        | Week        | Week        |
|---------|-------------|--------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|
|         | 1           | 2            | 3           | 4           | 5           | 6           | 7            | 8           | 9           | 10          | 11          |
| Match 1 | 1 vs<br>Bye | 1 vs 11      | 1 vs<br>10  | 1 vs 9      | 1 vs 8      | 1 vs 7      | 1 vs 6       | 1 vs 5      | 1 vs 4      | 1 vs 3      | 1 vs 2      |
| Match 2 | 2 vs<br>11  | Bye<br>vs 10 | 11 vs<br>9  | 10 vs<br>8  | 9 vs 7      | 8 vs 6      | 7 vs 5       | 6 vs 4      | 5 vs 3      | 4 vs 2      | 3 vs<br>Bye |
| Match 3 | 3 vs<br>10  | 2 vs 9       | Bye<br>vs 8 | 11 vs 7     | 10 vs<br>6  | 9 vs 5      | 8 vs 4       | 7 vs 3      | 6 vs 2      | 5 vs<br>Bye | 4 vs<br>11  |
| Match 4 | 4 vs 9      | 3 vs 8       | 2 vs 7      | Bye<br>vs 6 | 11 vs<br>5  | 10 vs<br>4  | 9 vs 3       | 8 vs 2      | 7 vs<br>Bye | 6 vs<br>11  | 5 vs<br>10  |
| Match 5 | 5 vs 8      | 4 vs 7       | 3 vs 6      | 2 vs 5      | Bye<br>vs 4 | 11 vs 3     | 10 vs<br>2   | 9 vs<br>Bye | 8 vs<br>11  | 7 vs<br>10  | 6 vs 9      |
| Match 6 | 6 vs 7      | 5 vs 6       | 4 vs 5      | 3 vs 4      | 2 vs 3      | Bye<br>vs 2 | 11 vs<br>Bye | 10 vs<br>11 | 9 vs<br>10  | 8 vs 9      | 7 vs 8      |

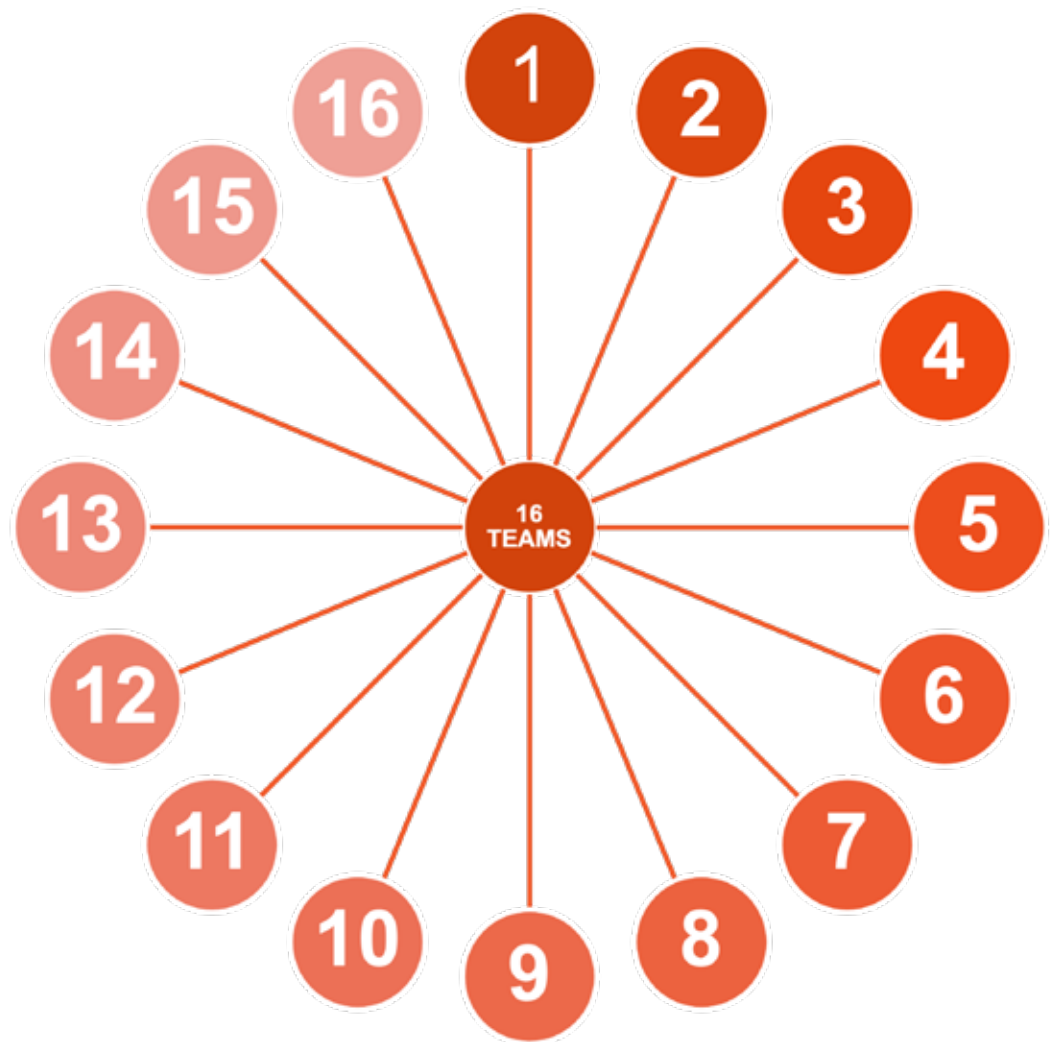
EXAMPLE OF THE  
CLOCK WITH 11 TEAMS



## Fixtures List continued

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### EXAMPLE OF THE CLOCK WITH 16 TEAMS



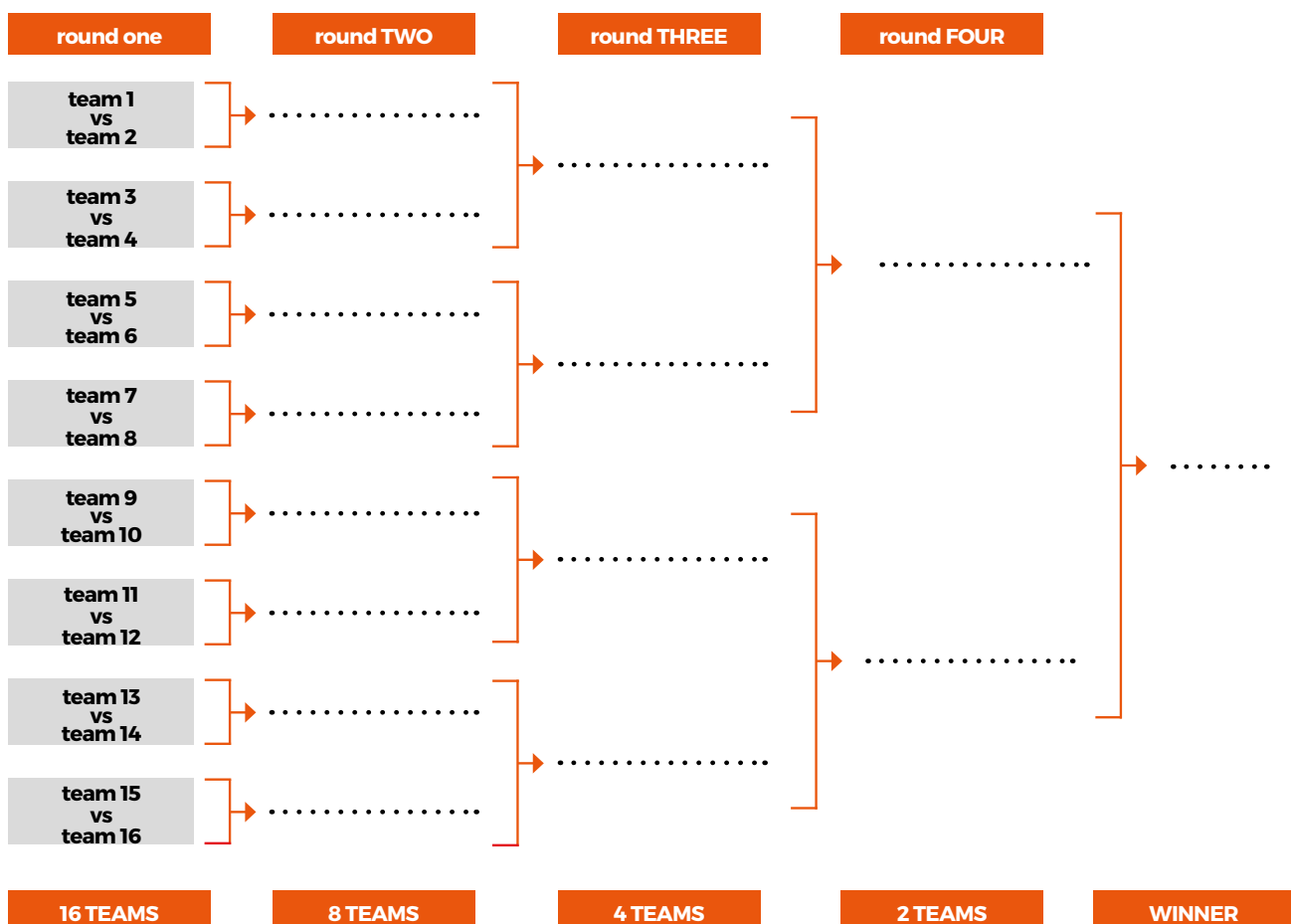
## Fixtures List continued

### Knockout fixtures

**A knockout tournament is played in rounds.**

- After each round the number of participating teams is halved as each team that loses a match is “knocked out” of the tournament.
- The winner moves on to the next round.
- A draw sheet is used when drawing up a knockout fixture list.
- The aim is to end up with two teams that will play against each other in the final, where the winner is determined.
- The draw sheet should either consist of 4, 8, 16, 32, or 64 entries.
- These numbers enable you to end up with the two finalists as you half them in each round.

**THE DIAGRAM BELOW IS AN EXAMPLE OF DRAW SHEET WITH 16 TEAMS**

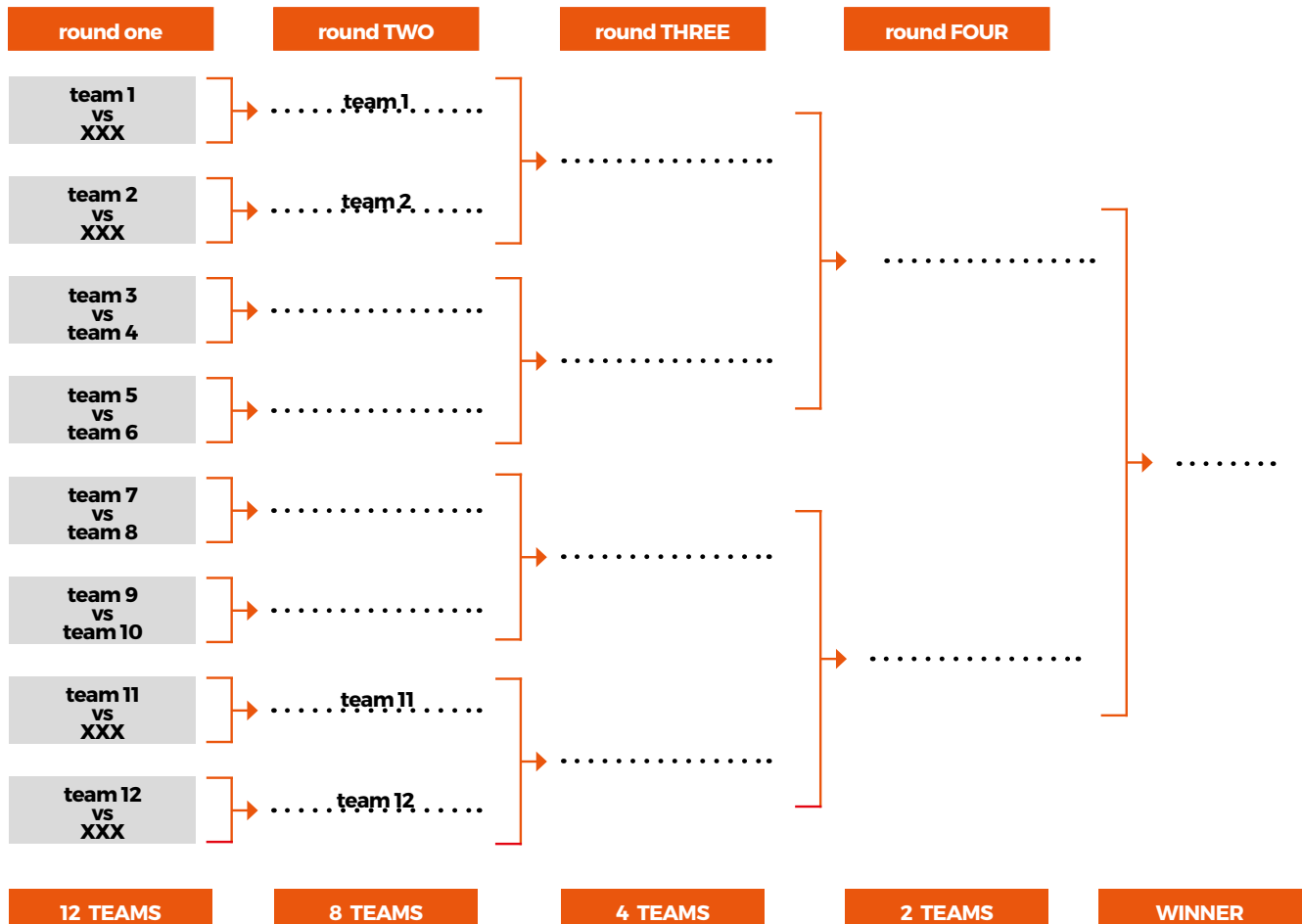


- If you do not have the exact number of teams (4, 8, 16, 32 or 64) you use a draw sheet for the next highest number. E.g. if you have 12 teams participating, you will use a draw sheet for 16 teams.
- You should then subtract 12 teams from 16 ( $16 - 12 = 4$ ). This means that there will be four teams without opponents in “round one” on the draw sheet. These four teams are automatically promoted to the next round.

## Fixtures List continued

.....

**HERE IS AN EXAMPLE**



## Pool system fixtures

A pool system is used at big tournaments and festivals, where there are a large number of teams participating.

- Teams are divided into pools, where they play their games in a league format.
- Winners in their respective pools then go on to play against each other in a knockout stage.

# RULES AND REGULATIONS

## PART 8

### Overview

Every competition must be governed by a clear set of rules and regulations to ensure smooth operation. These guidelines are typically determined by the league or tournament's organising committee, with input from team coaches, captains, and referees where necessary.

The rules provide structure, ensuring fairness and consistency throughout the competition. They also outline responsibilities for all participants, from educators and officials to players and Sportstec representatives.

Below is an example of the rules and regulations applied in a soccer league. These principles help maintain order, promote sportsmanship, and ensure all teams and individuals understand their roles within the competition.

## Rules and Regulations

### Participants

- The league is open to senior secondary schools within the jurisdiction of selected zones, as well as guest schools outside the area, at the discretion of Sportstec.

### Registration of Players

- Schools must submit applications for player registration.
- Applications must be handed to Sportstec by the specified deadline.
- The cut-off date for registrations will be communicated.
- Each school may register up to 20 players.
- To register additional players, a school must first deregister an existing player.

- Every player must be registered according to the league's policies and procedures.

### Required Documentation for Player Registration

- Certified copy of the player's RSA identity document and birth certificate.
- Player's school student number.
- Completed and signed indemnity form.
- Head-and-shoulders photograph attached to the team registration form.
- Any falsification of information is considered an offence. The responsibility to ensure accuracy falls on the coach, manager, and principal of the participating school.
- An unregistered or improperly registered player is not eligible to participate. No player may compete without submitting a duly completed indemnity form and identity document.

### Academic Requirements

- Squad members must maintain a minimum pass rate. Failure to meet this requirement will result in forfeiture of their place in the squad until the pass rate is achieved.
- During this period, players must return their tracksuits.

### Match Regulations

- Matches will consist of two 30-minute halves. Fixture times will not be changed to accommodate individual schools.
- A maximum of 15 players may be listed on the match register, with three substitutes allowed.

## Rules and regulations continued

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- If a team fails to present itself, fully kitted, within 15 minutes of the scheduled start time, the match will be forfeited and awarded to the opposing team.
- Only official match sheets provided by the administrators will be accepted by match officials.
- Any team that fails to honour all fixtures with at least 11 players will be excluded from the league in the following year.

### Ineligible Players

- Only registered learners of participating schools are eligible to play.
- No player turning 19 before 1 January 2010 is eligible for league participation.

### Protest, Misconduct, and Enquiry Committee (PME)

- The league administrators will appoint the PME, whose decisions are final.
- The PME handles cases of misconduct, breaches of rules, and disciplinary matters involving referees, players, coaches, managers, and spectators.
- Offences Requiring PME Review:
  - Abusive language or gestures.
  - Fighting.
  - Spitting.
  - Serious foul play.
  - Assault or attempted assault on a match official.
  - Referees being discourteous or abusive.
  - Coaches or managers bringing the game into disrepute.
  - Contemptuous remarks about the league, sponsors, administrators, or officials.

- Referees must submit written reports on such instances.

### Suspensions

- A player ordered off the field or who exits without referee permission will be suspended for one match.
- Suspended players or schools cannot participate in league fixtures or friendly matches during the suspension period.
- After two yellow cards, a player will be suspended for one match.
- A red card results in immediate removal from the field and suspension for one match.

### Scoring and Allocation of Points

- **Win:** 3 points.
- **Bonus Point:** Any team scoring three or more goals receives 1 additional point, regardless of match outcome.
- **Loss:** 0 points.
- **Draw:** 1 point for each team.

In the case of a draw, a penalty shoot-out will occur, consisting of three penalties per team, followed by sudden death if necessary.

- Tie-breaking process at the end of the round robin stage:
  - The team with the highest penalty shoot-out count advances.
  - If still tied, the team with the best disciplinary record progresses (least yellow cards).
  - If still tied, a coin toss will determine the winner.

## Rules and regulations continued

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### Matters Not Covered by These Rules

- Unaddressed matters will be handled in accordance with the constitutions of:
- **The Local Football Association.**
  - The South African Football Association (SAFA) - (Local Division).
  - The league administrators may appoint a committee to deal with any additional matters.
  - Administrators and sponsors reserve the right to demote any school that brings the league into disrepute. They also retain the authority to amend these rules and regulations where necessary.

### League Administration

Identifying various forms required for running leagues/ tournaments.

- It is vital to have all the relevant documentation and paperwork be done professionally, focusing on simplicity and functionality.

#### **Examples of Forms**

- Team Registration
- Match Report
- Indemnity Forms
- School/team Registration Forms
- Re-register Players
- Logs
- Press Results

# MATCH DAY

## PART 9

### Overview

#### Verification of players identity

- It is important that all players submit their correct identity documents and copies are kept by the tournament organizers. Officials should verify each player's identity before the start of each match.

#### Media and circulation of results

- Tournament organizers should come up with a system of collecting results and distributing them to the relevant media, on time. Avoid sending information that is not necessary.

#### Ground staff

- There should be ground staff appointed to perform tasks like verifying of players identity, collecting and capturing of results, attending to players' and coaches' enquiries.

#### Main station

- A main control station should be set up. This is where the announcements are made, results are sent to for capturing, representatives of the organizing committee are found, and major queries are addressed.

#### Grounds marked

- Organisers should make sure that playing fields are properly marked at least one day before the event.

#### Nets and corner flags

- Nets and corner flags should be organized long before the tournament. They should be ready and properly fitted one the day of the tournament.

#### Referrees, linesmen, officials and their roles

- Referees, linesmen, and officials should be made aware of their duties, well in advance. They should be ready to perform them on match day.

# SCHOOL SPORTS AND PHYSICAL EDUCATION POLICY

## PART 10

|                                                                                                                                                                                                                                                  |  |              |      |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|------|--|
| SCHOOL NAME                                                                                                                                                                                                                                      |  |              | DATE |  |
| SCHOOL ADDRESS                                                                                                                                                                                                                                   |  |              |      |  |
| PROVINCE                                                                                                                                                                                                                                         |  | TELEPHONE    |      |  |
| MUNICIPAL DISTRICT                                                                                                                                                                                                                               |  |              |      |  |
| PRINCIPAL NAME                                                                                                                                                                                                                                   |  |              |      |  |
| PRINCIPAL CONTACT NUMBER                                                                                                                                                                                                                         |  |              |      |  |
| EMAIL ADDRESS                                                                                                                                                                                                                                    |  |              |      |  |
| SCHOOL VISION                                                                                                                                                                                                                                    |  |              |      |  |
| <ul style="list-style-type: none"> <li><b>Example:</b> Ensuring every learner does well at school and leaves institutions with the knowledge, skills and qualifications that will give them the best chance of success in adult life.</li> </ul> |  |              |      |  |
|                                                                                                                                                                                                                                                  |  |              |      |  |
|                                                                                                                                                                                                                                                  |  |              |      |  |
|                                                                                                                                                                                                                                                  |  |              |      |  |
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|                                                                                                                                                                                                                                                  |  |              |      |  |
|                                                                                                                                                                                                                                                  |  |              |      |  |
| SCHOOL MISSION                                                                                                                                                                                                                                   |  |              |      |  |
| <ul style="list-style-type: none"> <li><b>Example:</b> To ensure quality learning and teaching takes place in the classroom and the sports field every day.</li> </ul>                                                                           |  |              |      |  |
|                                                                                                                                                                                                                                                  |  |              |      |  |
|                                                                                                                                                                                                                                                  |  |              |      |  |
|                                                                                                                                                                                                                                                  |  |              |      |  |
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|                                                                                                                                                                                                                                                  |  |              |      |  |
|                                                                                                                                                                                                                                                  |  |              |      |  |
|                                                                                                                                                                                                                                                  |  |              |      |  |
| PRINCIPAL SIGNATURE                                                                                                                                                                                                                              |  | SCHOOL STAMP |      |  |
|                                                                                                                                                                                                                                                  |  |              |      |  |
| DATE                                                                                                                                                                                                                                             |  |              |      |  |

## Aim of the Policy

To align all school sport and physical education with school policy regarding participation, competitions and general points of importance.

### Preamble

- In terms of the South African schools act of 1996, the governing body of a public school must determine the school sports and physical education policy of that school.
- Physical education is an integral part of the life orientation programme of the school.
- The physical education programme integrates with school sport throughout the year.
- We play sport for healthy recreation and enjoyment.
- Sport also has great educational value in that it not only promotes physical fitness, but also encourages teamwork and the development of self control, cooperation, loyalty, unselfishness, determination and leadership.
- Pupils are encouraged through sport to develop into far more balanced personalities as a result of participation in team games.
- On the principle that sport is good for the individual and good for the school, every able-bodied pupil should play sport at school.
- The pupils of our school thoroughly enjoy taking part in inter-house and inter-school matches.
- Competition is an important part of school sport, and there is nothing wrong with this - as long as such competition produces enjoyment and not ill-feeling.
- Inter-house and inter-school matches are not worthwhile if they cause hostility and strained feelings between players or between schools.

## Legislative Background

- The managing body of (school's name) has accordingly constituted the following as the school sports and physical education policy of the school, in the belief that its provisions are consistent with:
  - South African Schools Act, 1996 (Act no. 84 Of 1996).
  - Gauteng School Education Act, 1995 (act no. 6 Of 1995).
  - Government Gazette Vol.436, 12 October 2001 No.22754 (Regulations for safety measures at public schools and protocol on events involving learners).
  - Government Gazette Vol.497 10 November 2006 No.29376 (Amendment to safety measures at public schools).
  - Government Gazette No.110 Of 4 December 1998 (The National Sport and Recreation Act) and National Sport and Recreation Amendment Act No.18 Of 2007.

## Legislative Objectives

- To To align the school sports and physical education processes with the latest legislation.
- To advise stakeholders on the procedures for dealing with matters related to school sports and physical education.
- To refer stakeholders to the relevant legislation in order to ensure compliance around school sports and physical education in public schools.
- To regulate the implementation of school sports and physical education consistently for all learners, irrespective of ability, across all schools in an age appropriate way based on the principle of equity.

- To foster pride, honour and patriotism in our learners through properly organised, managed and coordinated school sports and physical education programmes.
- Enable the school governing body to execute section 21 functions of the South African Schools Act, 1996, especially as these functions relate to 'extra-mural' activities or school enrichment programmes.

### Statement of Applicability

- ***The SGB***
- ***The principal and all staff at the school***
- ***Learners and parents***
- ***Service providers related to sports and extra-murals***
- ***Principles and practices to be adhered to when playing matches***

### Keep a sense of proportion

- It is only a game – not a major confrontation.
- It is not the end of the world if the match ends in defeat for us.
- We should try to play a good game and to enjoy it, but we should certainly not adopt the attitude that we must 'win at all costs'.

### Give of your very best

- Practise hard and play hard.
- Do not give in if the tide turns against you in a match – rather accept it as a challenge to 'come back'.

- ***Make yourself familiar with the rules and stick to them***
  - Do not try to gain unfair advantage by breaking rules deliberately in the hope that you will get away with it – dishonest play will not be tolerated.
- ***Accept the referee's decision without question or hesitation***
  - Do not show disagreements, irritation or disgust.
  - Even the best referees make mistakes or are sometimes unsighted.
  - The referee is really doing you and the school a favour by controlling the match.
- ***Exercise self-control***
  - A sportsman, in the true sense of the word, does not lose his or her temper or indulge in fighting and over-robust play.
  - He or she plays the ball and not the other person. Some players and spectators are obsessed with a 'physical' approach, rather than with skilful, imaginative play.
  - Do not retaliate when you think your opponent is guilty of foul play.
  - Absorb the dirty play, let it motivate you to play harder, and become more focused on victory!
  - Leave it to the referee to take action – do not take the law into your own hands.
  - Speak with your captain, if necessary. She/he can approach the referee with any legitimate complaints.
- ***There is only one captain in a team***
  - Do not put her or him in a difficult or embarrassing situation by issuing orders yourself.
  - Undermining a captain's authority will lessen the team's chances of success.

## School Sports and Physical Education Policy Overview continued

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- Do not 'moan' at players who make mistakes. Encouragement produces better results than blame, and helps to build up team spirit and produce an enjoyable game.
- **Avoid gamesmanship**
  - Do not try to gain unfair advantage by using tactics that are not in keeping with the true spirit of the game, eg. Repeated, concentrated appeals in cricket, time-wasting in order to avoid being defeated, kicking or hitting the ball away when a penalty is awarded.
- **Do not indulge in displays of temperament**
  - There should be no throwing down of the bat or racquet, nor shaking of the head in disbelief at the umpire's decision.
- **A true sportsman does not look for excuses for his or her team's defeats**
  - Eg. Blaming the pitch or the refereeing.
- **Show courtesy and friendliness towards visiting players**
  - See that they know where their change rooms are and on which field they are playing. After the match show them that you are good losers or modest winners. Thank referees, first-aiders, coaches, those serving refreshments or providing transport.
- **Ensure that you are properly dressed for your sport**
  - Treat equipment with care.

## Roles and Responsibilities

### SGB

- Draw up the budget and make provision for school sports and physical education activities.
- Provide sports facilities and equipment.
- Ensure that educators are supported to offer school sports and physical education activities.
- Participate in selecting and approving school sports and physical education codes.
- Participate in the compilation of the school sports and physical education plan.
- Determine the school sports and physical education programme and the calendar at the school.
- Support and monitor school sports and physical education activities.
- Elect a sports committee.

### Principal and the SMT

- Ensure that the school sports and physical education policy for the school is in place.
- Report to the sgb on school sport matters.
- Ensure that the school sports and physical education plan is implemented.
- Ensure that educators are supported in offering school sports and physical education activities.

## School Sports and Physical Education Policy Overview continued

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### School Sport Committee

- Draft the school sports and physical education policy for the school.
- Play a role in the drafting of the school sport calendar.
- Coordinate the implementation of the school sports and physical education activities at the school - including inter-house sports.
- Recommend the sport equipment and implements to be bought by the school.
- Draw up the budget for school sports and physical education.

### Educators and Coaches

- Implement school sports and physical education activities within the plan.
- Coach teams and referee/umpire games.
- Undertake to be suitably qualified to coach and referee/umpire.
- Keep records of team and individual results .
- Support, nurture and progressively develop talent in learners.
- Participate in inter-house fixtures.

### Selection of teams

- Trials should be held at the beginning of the first/fourth terms (summer sport) and the second and third terms (winter sport).
- First or a teams must be selected on merit and should be the strongest team.
- Thereafter, B,C and further teams should be of relatively equal strength and a rotation system should be used to allow all participants the opportunity of matches or the participation in competitions or tournaments.
- The selection and rotation policy

should aim firstly at creating an equal participation opportunity, and then at winning the match.

- It should also aim at recognizing development and improvement of individuals through rotation between teams. (As appropriate, each sport code determines their selection and rotation policy).

### Physical education programme

- the physical education programme is run in conjunction with the CAPS life orientation document.
- physical education lessons optimise the time set aside for the pupils to gain full advantage of the programme.
- physical education supports and enhances the school sports programme.
- physical education lessons follow the correct time allocation as stipulated in the CAPS document.
- ensure the aims of the caps document are adhered to.
- ensure that the annual physical education teaching plan is followed.
- safety issues within the physical education lessons need to be taught and followed.

### Choice of Activities

- Although the school will endeavour to offer as many activities as possible, this is not always financially and logistically possible.
- The status quo with regards to sporting activities will be as follows: cricket, soccer, netball, mini cricket and athletics. (Other as deemed necessary)
- The status quo will with regards to other activities will remain as follows: choir, computers, homework supervision, drama, SU, media monitoring.
- Attendance at an activity is compulsory. This is due to the fact that most learners travel via taxis and busses which depart at a set time and should learners not attend an activity they cannot be effectively supervised.
- Learners who cannot take part in an activity must be collect by the parent at the end of the school day. They may not linger around in the school whilst the extra-mural activities are in process.

### Dress for School Sports and Physical Education Activities

*This will differ from school to school*

- School to supply shorts/skirts and T-shirts in all codes offered.
- Takkies/boots to be provided by the parents.
- Kit must be left at school after an activity which will then be laundered by the school.
- Learners must always be neatly dressed.
- Loss or damage to the kit by a learner must made good by the parent.

### School Sports and Physical Education Days and Times

- Physical education correctly time tabled according to minimum hours in CAPS document.
- Extra-murals: (fill in days and times)
- Sport fixture/match days: (fill in days and times)
- Each term a practice and fixtures timetable will go out to each pupil.

### Notification of Parents

- Parents must be informed in writing and must supply consent for a learner to accompany a team for an activity which will result in the child having to make use of alternative transport for that day.
- Parents must be supplied with the extra-mural timetable for the term.
- In the event of late cancellation of an event, the parents must be informed immediately so that learners may be fetched without delay.
- Always ensure clear communication with parents regarding sports fixtures - both intra and extra mural fixtures.

### Affiliation / Booking / Confirmation of Fixtures / Matches

- Is the responsibility of the head of sport assisted by teachers and administration staff.
- The affiliation and transport fees will be borne by the school and must be budgeted for by the school.
- Fixtures/matches must be confirmed 3 days prior to the event.

## School Sports and Physical Education Policy Overview continued

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- In the event of cancellation the busses must be cancelled.
- The school is allowed to affiliate to any league it deems fit to suit its needs and purposes for any sporting code.

### Goals and Aims of School Sports and Physical Education Activities

#### • **Junior Primary Learners**

- Motor skill development and play activities in physical education, are key as the foundation of sporting skills.
- The level of competition shall therefore be according to the learners' level of development and ability.
- Competitive sport at the foundation phase shall not be encouraged.
- All junior and school sport in this phase shall be intended to help children to develop their skills and potential.

#### • **They have yet to develop:**

- An understanding of social competition;
- An understanding of the spatial requirements that the sport demands

#### • **The overriding sports goals are:**

- To develop physical mastery;
- To learn to interact with peers;
- To learn to cope with authority that does not come from the family;

#### • **The emphasis**

- The rules of the game;
- The concepts of the game;
- The concepts of the different playing positions;
- How to co-operate with different team members;

#### • **Senior Primary Learners**

#### • **The main goals are:**

- To develop friendships;
- To share experiences with friends;
- To acquire some mastery of their bodies;
- To interact with their peers;
- To accept authority from non-parental figures;
- To co-operate with their team-mates;
- Mastery of correct positional play;
- Obedience to rules of the game;

#### • **Further aims are:**

- How to conduct themselves in competition;
- How to cope with winning;
- How to cope with losing;

### Participation in the Correct Age Groups

#### • **Pupils must play in the correct age group.**

- This is governed by his/her age on 1 January of that particular year.
- For example, a pupil who is 10 on 1 January must play in the U11 age group.
- This is a ruling made by the Gauteng Sports Codes, and is not optional.

## School Sports and Physical Education Policy Overview continued

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- ***Pupils who are U14 may take part in the school's inter-house athletics and swimming events.***
  - As there are usually not many U14s, they will compete in the same events as the U13s.
  - Should an U14 pupil win an event, there will be an award for that pupil as the top U14 and there will also be an award for the top U13 in that event.
  - The Victor Or Victrix Ludorum Awards will go to the best U13 athlete/swimmer.
- Overall winning house at the end of the year, based on points accumulated through various inter-house sports events, individual achievement etc.
- Staff are also allocated to houses to assist with the running of events and managing of the different houses. One staff member in each house selected to co-ordinate the pupils and staff in the house.
- Pupils are allocated to their specific "house" upon arrival at the school. These allocations need to be fair with regards to random boy/girl split per age group.

### Intra-Mural Sport

- Intra-mural sport must follow the curriculum as laid out by the national curriculum document (caps) and form a part of life orientation.
- The main focus is on pupil participation during physical education lessons that take place during the scheduled school time table. This is compulsory for all students.
- Pupils are also encouraged to participate in inter-house activities, thereby creating a healthy competitive spirit within the school.
  - Number of houses depends on the size of the school - generally 3 houses.
  - Name houses appropriately and according to a common theme.
  - Houses can be used as incentive for inter-school sporting events and as incentive for disciplinary measures in the classroom.
  - Points are allocated per inter-house event.
  - Points can be given for academic success and good behaviour; likewise taken away.

### Sports Awards

***This is an example and schools must adapt to suit their need.***

- The school awards bronze, silver and gold badges. Each sport has its own specific criteria for these awards. These awards are made only to pupils who are participating at U13/U14 level.
- A badge is awarded to any pupil in any age group who is selected for a provincial team.
- Each sport discipline is governed by its own policy and any colours or awards have to conform to the policy standard.

### Sporting And Cultural Days At School

- According to the National Education Policy, General Notice 207 (Government Gazette 20945) Of 1 March 2000 on Calendars For Ordinary Public Schools Sporting And Cultural Days:
  - A maximum of two days per year may be allocated to schools for this purpose. School governing bodies should apply to the head of department or his/her representative at the district level to utilise such days for school sporting and cultural events
  - Schools must apply to the district director for sporting and cultural days as specified above 21 days prior to the event.
  - Applications must be made via the relevant IDSO
  - These two days can be utilized for inter-house sporting or cultural events where all educators and learners are involved.
  - A detailed programme of events must be included in the application to the district director.
  - The chairperson of the school governing body and the principal must sign the application.
  - Due notice must be given to the parents of the school informing them of the activity planned.

### Weather Policy

- *In the event of inclement weather, the head of sport code must consult with the head of sport to cancel the organized practice/matches that day.*
  - **For junior phase activities:** inform the parents by 12.30
  - **For senior phase activities:** inform the parents by 13.30
  - The changes of the sport program for that day are recorded on the telephone system.

#### **Wet weather**

- If there will no longer be any educational value to continue with outside activities due to rain, wet fields or courts, the activities should be cancelled.
- If it is raining at the above time, and the forecast predicts continued rain for the afternoon, cancel activity.
- If intermittent showers are present and the forecast predicts that periods of clearing could be experienced, the activity should continue.
- If the fields and courts are not suitable for use due to excessive water on them, the activity should be cancelled.

#### **Lightning**

- Any sign of lightning will result in pupils being removed from the field with immediate effect.
- After a reasonable time period, the practice or match is to be cancelled if the lightning persists.

## School Sports and Physical Education Policy Overview continued

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### **Hot weather**

- No activity should merely be cancelled due to excessive heat.
- Preventative measures should be taken to avoid excessive exhaustion and dehydration.
- The wearing of caps / hats, sunscreen and regular drinking of water together with periods of rest in shady places must be encouraged.
- If the humidity level is so high that unnatural dehydration is possible, the activity must be cancelled.
- **Cancellation**
  - In the event where an activity is cancelled, the learners who cannot go home at school closing time, must be supervised in a classroom until the ending time of the activity.
  - Other forms of preparation for an activity should also be considered instead of simply cancelling an activity.

### **Transport of Learners in School Buses**

- It is the responsibility of the particular educator that all participants of an activity reach the venue for the activity.
- Should the learner be unable to reach the venue by own means, school transport must be made available to him/her.
- Parents are to be informed if private transport is used.
- Any staff member driving the school bus must be in the possession of a valid professional driving permit (PDP).
- Where an external bus company is used the school will always endeavour to make use of appropriately registered and reputable companies.
- Prior to departure the chosen bus company will be required to provide the PDP and driver licenses, the current service record, as well as the pre-trip check document, for each bus provided.
- Pupils need to be seated at all times and seatbelts must be worn.
- Eating in the buses is not permitted and buses are to be returned in a clean state.

### **Date of Review of the Policy**

- Decide on reasonable date.

## PROGRAMME PARTNERS



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